

CASS Handbook for College Coordinators

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Your CASS Guide

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INTRODUCTION

CASS in Context

In January 1984, the National Bipartisan Commission on Central America (the Kissinger Commission), issued a series of recommendations regarding the U.S. response to the political and civil

turmoil in the region. Among the findings of that report was that the U.S. lagged far behind the Soviet bloc in providing scholarships to the region. In 1985, Congress, through the U.S. Agency for International Development (USAID), authorized the creation of the Caribbean and Latin American Scholarship Program (CLASP). USAID contracted with numerous non-governmental organizations (NGOs) to manage these new training initiatives, which focused on Central America (CAPS), as well as the Andean region (APSP), and the Caribbean (PTIIC).

Additionally, Congress authorized the creation of a small pilot program focusing on Central America. This program, administered by Georgetown University (GU) through a cooperative agreement with USAID, was the Central American Scholarship Program (CASP). CASP grew steadily during its first four years, from an initial cycle of participants enrolled at three colleges until, by Cycle E (1988), there were 330 students placed at 16 training institutions. CASS (The Cooperative Association of States for Scholarships) came into being in 1989 with the expansion of the program into the Caribbean region, and the formalization of a minimum 25 percent in matching funds on the part of training institutions. In 1990, CASS was managing the training of more than 700 regular long-term CASS students at 42 institutions, as well as students in two bachelor's degree programs (St. Johns and Florida B.A.), and a small number of master's degree students at the University of Wisconsin.

To date, more than 21,000 long- and short-term participants have been trained under CLASP. Over 4,000 of these individuals are CASP/CASS graduates.

The CASS Difference

It is important to note that the CASS model was and remains unique among USAID training programs. While CASS is, of course, subject to all relevant federal/USAID regulations, the nature of its cooperative agreement (as opposed to a contract) has allowed the Program to be innovative in a number of areas.

- ! CASS maintains its own offices in each country for recruitment, orientation and follow-on. This enables specific targeting of socially and economically disadvantaged participants, as well as allowing highly focused programs for alumni.
- ! CASS operates regionally, placing multinational groups of students in each field of study.
- ! CASS focuses on two-year academic and technical training programs, primarily at community colleges.
- ! CASS targets socially and economically disadvantaged youth with no university background, 80 percent of whom are from rural areas and 50 percent of whom are female.
- ! CASS requires all participants to live with host families and places heavy emphasis on community involvement in the United States.
- ! CASS subagreements between Georgetown University and participating training institutions are based on fixed per student/per month rates and entail considerable cost sharing.

Why Colleges Should Read this Handbook

Because of the phenomenal success of the Program, Congress has continued to support CASS, even in the face of massive cuts to other areas of the federal budget in general and USAID in particular. **By 1996, CASS was by far the largest federally-funded training program operating in the Caribbean or Central America** and accounted for the lion's share of USAID training monies for all of Latin America. Without congressional support for CASS, it is likely that USAID would simply redirect these funds into areas other than training. For this reason, the Program is redoubling its efforts to ensure that the countries with which CASS works continue to benefit from the academic, technical and leadership skills which CASS alumni bring to their communities and employers. The Program has a tremendous responsibility to succeed and continue to carry this mission forward. **If CASS does not do this work and do it well, no one else will.**

To meet this challenge, Program staff at GU have focused on five critical areas in revising and compiling the materials in this handbook. These five areas are highlighted below.

1. Managing Individual Student Problems. New guidelines have been developed and issued for the management of problems ranging from academic and health concerns to serious questions about the individual's commitment to the goals of the Program or other serious behavior matters. Explicit policies have been established for the use of verbal and written warnings, formal probation and the continuation or termination of scholarships.
2. Strengthening Host Family Living. A number of very significant changes have been made to CASS host family living policies and procedures during 1996. The most current guidelines have been included in this handbook.
3. Clarifying Program Outcomes. Five outcomes of the training experience for all students have been identified. CASS trainees are to be *Responsible, Educated, Multicultural, Professional and Committed*. To reinforce these concepts, CASS has implemented the use of Student Development Tracking Forms and Transcripts, which reflect individual growth and accomplishment in these areas. These outcomes should permeate the college program and be reiterated not only to students but to host families, faculty and staff. To paraphrase the First Lady, "It takes a community to train a CASS student," and **everyone** involved with the students must be familiar with the mission and desired outcomes of the Program and support them.
4. Increasing Students' Commitment to Return Home. While the return rate among CASS trainees is high, this issue more than any other is critical to the success and continuation of the Program. If an individual fails to return home, not only have federal tax dollars been lost but the student's country has lost a potential resource and, most importantly, another more deserving individual could have benefited from the training. While CASS has long said that scholarships belong to countries and not individuals, this handbook marks a redoubling of its efforts to ensure that **all** CASS students remain committed to the original goals which earned them the privilege of entering the Program. Just as everyone involved with the students must know why they are here, they must also know why the students must return home and take an active role in encouraging them to do so.
5. Facilitating Monitoring and Reporting. CASS staff at GU are taking a more proactive approach to programmatic monitoring, and Program Officers will be working even more closely with CASS Coordinators. One example is the "Calendars of Projected Activities" for each semester, included in the Comprehensive Plan Guidelines for Cycle 96. Program Officers will be reviewing these schedules with CASS Coordinators at the beginning of each period to stay abreast of any changes which may have been made and to ensure the inclusion of priority items. Program Officers will also be following through with more frequent phone, e-mail and written communication with both college staff and the students themselves, as well as an enhanced approach to campus visits, to ensure that the mission and goals of the Program are achieved for all.

The handbook is, principally, a compilation of all of the key documents involved in the training of a cycle of CASS students. Most of these materials have been distributed to colleges previously. However, also included are some items from CASS Overseas Operations which college staff may not have seen before, such as the individual handbooks used by Country Coordinators in the three stages of pre-departure orientation.

This handbook, then, is intended as a resource for the CASS Coordinator and staff to aid in the planning and implementation of the CASS program on campus. It is voluminous but nevertheless an excellent source of information. Hopefully it will be a useful tool to which CASS staff at the college can turn for ready answers to questions regarding the Program.

Finally, the handbook is divided into numerous sections. The three-ring binder format will enable easy revision and replacement of materials, and CASS expects that to happen on a fairly regular basis.

CASS trusts that the colleges will find this document both useful and informative.

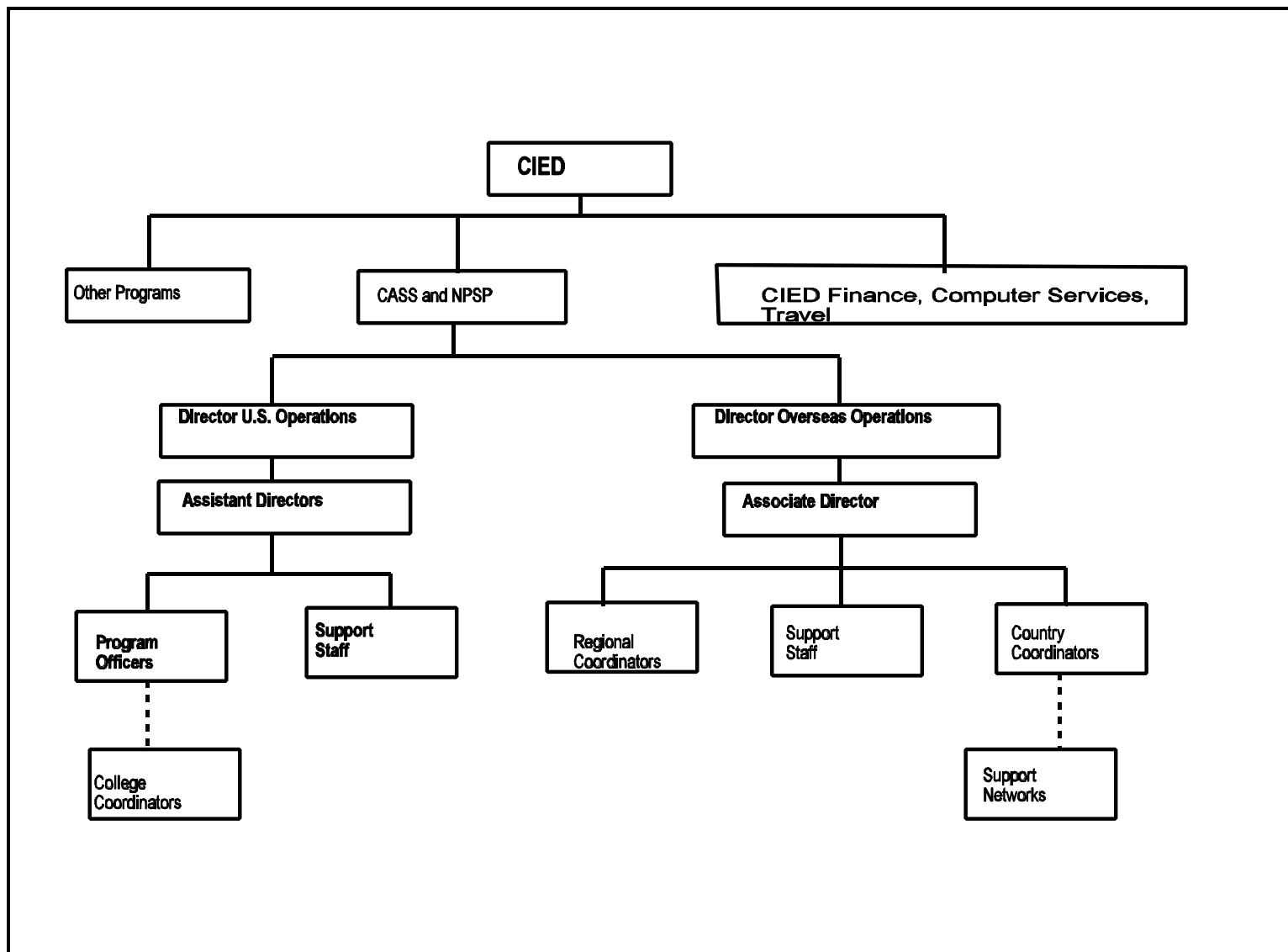


Figure 1 See attachment I, CASS Directory, for current assignments.

PROGRAM MISSION, GOALS, AND OUTCOMES

The mission statement which immediately follows was written in 1989 and has always remained at the fundamental core of the CASS philosophy and what the Program has strived to achieve. As the Program developed over the years, CASS sought to redefine its purpose, objectives and outcomes. The mission statements for CASS U.S. Operations and CASS Overseas Operations which appear in the two subsequent sections have grown out of this initial mission statement. They are included to provide the colleges with an insight into the unique functions and responsibilities of both components of the CASS unit.

The CASS Mission Statement

CASS represents a means of reaching and uplifting socio-economically disadvantaged Central American and Caribbean youth and increasing the number of current and future leaders in these nations. It achieves this mission through an ongoing home-country support system, a positive learning experience in the United States, and an alumni network that helps to reintegrate each graduate into his or her society upon return home. Its specific purposes are to:

- ! strengthen mutual ties of understanding and friendship among the peoples and countries of the Americas;
- ! contribute to Central American and Caribbean development by providing education relevant to the development needs of each country;
- ! prepare students for employment when they return home;
- ! prepare students for higher levels of academic achievement and/or skills training;
- ! broaden and deepen the commitment of U.S. educational institutions to the education of disadvantaged foreign youth; and
- ! help U.S. educational institutions deliver suitable education and training to disadvantaged students from abroad.

Mission Statement: CASS U.S. Operations

CASS U.S. Operations places and manages the training of young people from Central America and the Caribbean at community-based institutions of higher education nationwide. The primary goals are (1) to provide participants with the most appropriate technical and academic training and educational experiences available and (2) to return them to their countries with the necessary personal and professional skills to

contribute as agents of change to the social and economic development of their families, communities and countries. Particular emphasis is given to enhancing attitudes of self-responsibility and self-initiative resulting in individual commitment to community and country.

CASS U.S. Operations selects the best possible training institutions through a process of proposal and budget review and program design prior to placing trainees on a campus, and it proactively supports and evaluates both the implementation of contractual agreements and the well-being of individual participants throughout the training period.

Outcomes: CASS U.S. Operations, in partnership with the training institutions, provides model international education experiences which ensure that participants:

- ! are fully oriented to their experience upon arrival and that orientation continues throughout the training period;
- ! experience both life in a U.S. host family and on their own;
- ! receive the best possible instruction in ESL, where appropriate, and benefit from the most relevant academic and technical curriculum and instructional methodology available;
- ! receive all necessary academic and emotional support and counsel so that they can benefit to the best of their abilities;
- ! conduct themselves as friendship ambassadors to the host campuses and communities and strive throughout their stays to educate their hosts about their countries and cultures;
- ! are exposed in a systematic manner to U.S. systems of government;
- ! receive formal guidance and opportunities in the areas of leadership and personal growth;
- ! contribute to their host communities through volunteer activities;
- ! are exposed to issues of environmental awareness and responsibility;
- ! grow in awareness of issues of gender equity, and that female trainees in particular have opportunities to assume leadership roles both during their training and upon returning home;
- ! have the opportunity to put their training into practice through membership in professional associations and internships;
- ! are equipped to reintegrate themselves into their countries through reentry workshops which include both reverse culture shock and job hunting skills; and
- ! return home at the end of their training.

Mission Statement: CASS Overseas Operations

The CASS Overseas Operations team provides opportunities for disadvantaged youth to actualize themselves as change agents. It builds local support networks committed to reaching this goal, and it strives to ensure the success of each participant and alumnus by providing support and promoting excellence and commitment in all activities.

CASS Overseas Operations coordinates and supervises all in-country recruitment, interviews, and pre-departure orientations for students. Overseas also carries out intensive follow-on activities and an employment assistance program. Yearly, Overseas Operations researches the technical development needs to select the fields of study. Local Support Networks are an integral part of CASS regional operations. At least 92 percent of all alumni are employed, and 10 percent own and operate their own business. Approximately 25 percent of alumni currently continue their university studies and 76 percent are involved in ongoing community service activities.

! Field of Study Research and Selection. In August of each year, CASS Overseas Operations conducts research to determine the fields of study for the next cycle of scholars. Questionnaires are sent to the in-country Support Networks, USAID missions, USAID/Washington and other international organizations for their input. All responses are collected, compiled and ranked according to priority and matched with USAID's strategic objectives.

! Recruitment. Beginning in October, Overseas Operations begins recruiting candidates for the new cycle in eight Central American and Caribbean countries. CASS makes a special effort to target candidates from indigenous and minority groups. Country Coordinators interview candidates in March and Final Selection occurs in Washington, D.C. sometime in April. (Please see a sample preliminary application and fact sheets which are found in Attachment A under the heading "Recruitment Materials.")

! Predeparture orientations. Overseas Operations provides all selected scholars with a three-phase predeparture orientation process. At Orientation I, students formally receive their scholarships and complete important paperwork. Orientation II, held in late June, is a week long intensive seminar to instill the values of the Program and prepare the students to study abroad. Orientation III, held in August, prepares students to travel to the United States. (Please see samples of the three sections which are found in Attachment B under the heading "Orientation Handbooks." Also please see a sample of an acceptance letter, an academic agreement and *Your CASS Guide* which are found under the same heading.)

! Follow-on initiatives. Ongoing support for CASP/CASS alumni focuses on the *Everybody Works!* job assistance program. In addition, Overseas Operations is dedicated to securing academic reciprocity agreements with Central American and Caribbean institutions of higher learning. Country Coordinators also encourage alumni association development. (Please see a list of in-country reciprocity agreements which is in Attachment I under the heading "Contact Lists.")

! Support Networks. CASS Overseas Operations implements activities and receives technical and in-kind support from Support Networks in each country. Overseas Operations ensures that key representatives from the private and public sectors as well as NGOs are included in CASS Support Networks. (Please see a list of alumni organizations which is found in Attachment I under the heading "Contact Lists.")

Achieving the CASS Mission

The fundamental mission of CASS is to assist in the development of the countries with which it works. Training is a tool for development, not an end in itself. This distinction is significant, as the U.S. educational system is primarily designed to help individuals achieve their personal goals through education. It is critical to the success of the CASS mission that everyone involved in the lives of CASS students (faculty, staff, host families) understand the ways in which CASS students' J-1 visas are different from some other international students, such as those who hold F-1 visas.

CASS students have signed a contract committing themselves both to their field of study and to returning home at the end of their training. It is the responsibility of the College to affirm and reinforce this personal agreement which the students have made at every opportunity, both directly with the students and with faculty, staff and host families. If CASS students lose interest in their field of study, if they become convinced that the only way they can be effective in the future is to continue their studies in the U.S., if they, for whatever reason, do not return to their countries, the entire effort has failed.

Perhaps the best statement of this is made by the Country Coordinators when they are orienting students prior to departure for the U.S.: "This scholarship does not belong to you, it belongs to your country. If you do not come home to work for the development of your country, you have stolen an opportunity from another more deserving person."

Agents of Change

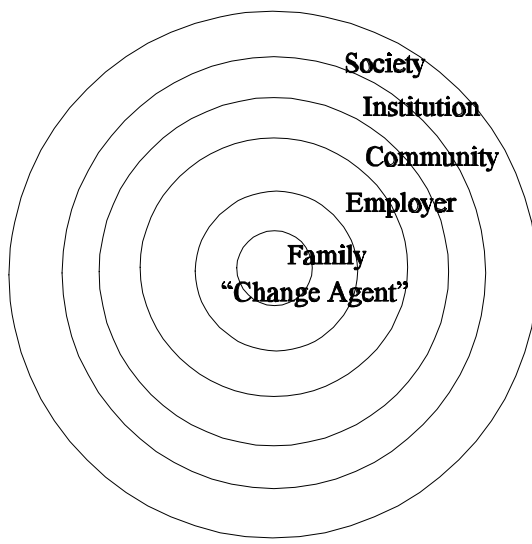
CASS exists to promote change in Central America and the Caribbean through the lives and work of its alumni. Aguirre International, a consulting firm contracted by USAID to evaluate the effectiveness of its training programs, has developed a framework for assessing the impact of these "agents of change" once they return to their countries.

Aguirre defines agents of change as *"individuals who have the capacity and the motivation to initiate -- or effectively support -- sustainable development through their own actions and by their influence on the actions of others."*

According to Aguirre, individuals must meet a number of preconditions for change agent status:

- ! Effective training which imparts capacity and motivation
- ! Return to home country
- ! Employment after training

Aguirre notes that the effectiveness of developing change agents can "be judged by assessing the positive impacts that trainees have on different spheres of socio-economic interaction in which they are engaged." This is visually represented by a series of concentric circles, which follows.



Aguirre elaborates on the process through which individual trainees effect change by identifying five **indicators of change agents status**. They found that the most effective individuals were those who were:

- ! Applying the training on the job.
- ! Taking on greater responsibilities.
- ! Sharing the training with co-workers and others.
- ! Taking on leadership roles.
- ! Maintaining motivation for working in development of the future.

Developing Agents of Change

The challenge for CASS, and CASS training institutions in particular, is how to build upon the potential which CASS trainees bring to the Program in ways that strengthen the **personal** attributes they will need to meet the challenges awaiting them at home. Academic knowledge and technical skill alone will not ensure the return and success of CASS alumni. Each of the elements of the CASS student profile (young, financially disadvantaged, 50 percent women, members of ethnic minorities, individuals from rural areas and the lack of previous jobs to which to return) makes the challenge greater.

In response, CASS has developed five programmatic outcomes, five things it wants the students to be, both while they are in the U.S. and when they return home. Attaining the CASS mission hinges on the effectiveness of colleges structuring their programs in such a way as to ensure that students are **responsible, educated, multi-cultural, professional** and **committed**. These terms are elaborated and a methodology for documenting student achievement in these five areas (through the Student Development Transcript) is discussed, as part of the comprehensive plan guidelines presented in the Program Implementation section of this handbook.

Success

In describing the "successful" CASS student as responsible, educated, multi-cultural, professional and committed, no mention is been made of grade point averages or even of academic degrees. Good grades and diplomas are the icing on the cake. Obviously, CASS shares the colleges' and the students' pride in the high graduation rates which have been the norm throughout the history of the Program. However, CASS has had numerous examples of tremendously successful students who have been unable to earn degrees, and a number of academic over achievers of whom it is not proud. It is certainly possible to get good grades and yet be irresponsible, narrow-minded, bigoted, unprofessional and/or uncommitted.

Ultimately, the success of the Program lies in the students' hands and hearts. While they are in the U.S., however, everyone involved with the students has an obligation to treat them with dignity and respect, and to expect the world of them. If CASS staff personally model the behaviors expected of CASS students, if the support systems are in place on campus and in the community, and if the expectations of the Program are made clear, the students will succeed. It is only through the belief in and actions in support of the students' lifelong process of becoming responsible, educated, multi-cultural, professional and committed individuals that the expected outcomes of the Program will be achieved.

Division of Labor: Getting the Job Done

How the CASS contractual relationship is fulfilled by GU and the participating institution can best be understood by a careful examination and understanding of the "Statement of Work" in Attachment B to the subagreement. (Please see this section in the subagreement which is found in Attachment L under the heading "College's Subagreement.") This document clearly exhibits the various responsibilities assigned to each party for the realization of the Program.

Role of the College Coordinator

CASS is aware that the management of college programs varies from institution to institution. While some programs are managed by a single person, others are run by two or more individuals. In either case, CASS' expectations as to the role of the College Coordinator and staff are the following (again, see Attachment B of the Subagreement):

1. Ensure effective implementation of the academic and technical training and Civic responsibility program by:

- ! Developing a comprehensive plan (as per CASS guidelines) that follows the CASS requirements and goals. Monitoring the implementation of the plan for any given cycle and in consultation with Program Officer recommending modifications based on the scholars' progress and faculty feedback.
- ! Ensuring adequate host family placement and initial and ongoing host family orientations as well as appropriate orientation for alternative living.
- ! Ensuring that the ongoing leadership and Civic responsibility program components are effectively implemented by providing appropriate experiences for the scholars.

2. Serve as the primary contact with the Program Officer and maintain regular and timely communication regarding scholars' progress and issues by:

- ! Establishing a professional and collegial relationship with the Program Officer to ensure open communication and to facilitate problem solving.
- ! Arranging and hosting the Program Officer's annual campus visit.
- ! Communicating regularly by phone, regular correspondence or e-mail with the Program Officer.

- ! Informing the Program Officer of any potential or actual student problem from its commencement and providing him/her with the corresponding backup documentation (factual information) as well as any written warnings or probation letters.
 - ! Working with the Program Officer in developing an adequate prevention and intervention plan for each student case.
3. Promote the mission and goals of CASS at the College and within the community by:
- ! Meeting regularly with the scholars, college administration, faculty, advisory board and community to ensure that all parties are properly oriented with respect to Program mission, goals and policies.
 - ! Keep them updated on the students' progress and events.
4. Monitor the academic progress and personal well-being of the CASS students and assist them to meet their needs by:
- ! Tracking individual student academic progress in the training program and submitting to Georgetown a Grade Report and Class Schedule per student on a quarterly or semesterly basis. Encouraging and motivating scholars through ongoing orientations to stay focused and to excel.
 - ! Informing the Program Officer of students' academic progress and any issues on a regular basis, including students' successes, accomplishments and technical training.
 - ! Ensuring scholars' well-being and progress in the areas of leadership, community commitment, personal and professional development through the building of his/her Student Development Transcript, as well as informing the Program Officer in a timely manner of any potential or current issues in these areas.
 - ! Assisting and counseling scholars in their cross-cultural and adaptation to the new educational system and as needed by maintaining ongoing communication with scholars through weekly group and individual meetings.
 - ! Working with the Program Officer to implement prevention and intervention plans as needed in the case of potential and/or actual student problems and possible non-returnees.
 - ! Monitoring HAC usage and student health concerns.
5. Promote and facilitate the successful return and reentry process of all CASS scholars to their home countries at the end of the training program by:
- ! Ensuring the preparation of a credential file for each scholar, including a Student Development Transcript.
 - ! Ensuring an internship for each scholar.
 - ! Organizing reentry workshops.
 - ! Helping the students to remain focused throughout the two years on why they are here and their commitment to return to their home countries.

- ! Ensuring that college administrators, faculty, other students, host families and the community are fully aware of the importance and necessity of students to return home.
- ! Intervening proactively in cases where there are rumors or behavioral changes that indicate that a scholar may be considering remaining in the United States.
- ! Investigating any rumors regarding a potential non-returnee and immediately informing the Program Officer by phone **and** in writing to provide factual information.

6. Ensure that all reporting obligations under the subagreement are fully met in a timely manner by:

- ! Submitting all reports and forms as specified in the CASS subagreement. These include but are not limited to Grade Reports and Class Schedules, Quarterly Activity Reports, Quarterly Invoices, Cost Analysis Reports, documentation of student warnings and probation notices, and Degree Earned Reports.

Role of the Program Officer

The Program Officer is responsible for ensuring that each party fulfill its obligations in order to achieve the best possible program and training results. He or she is guided by the "Statement of Work" itself, by the College's approved comprehensive plan and program budget, and by an in-house "P.O. Management Tool," all of which help to keep the program on track. The Program Officer's role is:

- ! ensuring that assigned CASS institutions deliver the best program possible to every CASS scholar;
- ! ensuring that each CASS institution is in full compliance with the CASS mission and objectives and the individual terms of the subagreement(s); and
- ! ensuring the well-being of every CASS scholar; that they are performing to the best of their ability, and in accordance with the Code of Commitment.

This is accomplished by providing timely, professional and appropriate technical support and counsel to the College Coordinator and staff, and by closely and regularly monitoring their performance and that of all CASS scholars throughout their stay in the U.S. The Program Officer reports directly to the Director of U.S. Operations. His or her specific responsibilities are:

1. Promote the mission, goals and policies of CASS. The Program Officer ensures that the College Coordinator, the college administration and all those involved with the Program (host families, staff, faculty and CASS students) clearly understand and demonstrate support of the Program's overall and specific mission, goals and policies by:

- ! Serving as the primary contact between CASS and the institution by means of (1) regular written, phone and e-mail communication with the College Coordinator and his or her supervisor and (2) an annual visit to the institution's campus.
- ! Verifying that all CASS-related personnel on campus are properly oriented with respect to CASS' mission, goals and policies.
- ! Regularly reviewing the mission and policies of CASS with staff, administration, faculty, host families and CASS students.
- ! Participating in the development of policies and procedures at CASS.

2. Monitor program implementation. The Program Officer will ensure that the College's program content and structure at the assigned institutions are in full compliance with the comprehensive plan and subagreement by:

- ! Evaluating the comprehensive plan (including curriculum), budget and narrative, and providing clear recommendations for modifications prior to approval.
- ! Reviewing the Field of Study Fact Sheet prior to recruitment and selection of scholars.
- ! Proactively ensuring compliance with the CASS subagreement through regular review of calendars of projected activities on each campus **prior** to their implementation.
- ! Visiting the respective institution at least once annually to conduct a thorough evaluation of the institution's and scholars' performance.
- ! Reviewing Quarterly Activity Reports and conferring with the College Coordinator to verify that the agreed upon plans were implemented.
- ! Reviewing Grade Reports and Class Schedules to ensure that scholars are enrolled in courses as indicated on the comprehensive plan.
- ! Recommending necessary changes to achieve the goals and objectives of the Program.

3. Establish and maintain an effective working relationship with each CASS institution. The Program Officer will ensure that the College Coordinator has a clear understanding of and is able to implement his or her role with and responsibilities to the scholars and CASS by:

- ! Providing the College Coordinator (or the team carrying out that function) with a written statement of CASS' performance criteria for the position.
- ! Establishing a professional and collegial relationship with the College Coordinator to ensure open communication and to facilitate problem solving.
- ! Providing timely, professional and appropriate technical support and counsel to the College Coordinator and staff.
- ! Providing the College Coordinator with summarized versions of, and feedback regarding, each cycle's responses to questionnaires (Six-Month and Twenty-Month Evaluations), as well as relevant information from reentry questionnaires and alumni employment surveys.
- ! Monitoring the College Coordinator's performance closely and providing regular feedback to both the College Coordinator and his/her supervisor.
- ! Developing a professional relationship with the College Coordinator's supervisor in order to ensure that he or she is fully informed of developments in the Program and provides the College Coordinator with the necessary campus support for problem solving.

4. Maintain focus on individual students. The Program Officer will ensure each scholar's academic progress, personal and professional development, community commitment, well-being and general satisfaction by:

- ! Emphasizing with each student the fact that CASS scholarships belong to countries, not individuals, and reminding each student of the commitment s/he made to family, community and country in accepting the scholarship.
 - ! Monitoring scholars' academic progress and grades via both ongoing discussions with the academic advisor and a review of the Grade Report and Class Schedule to identify and promptly intervene in cases regarding academic problems.
 - ! Ensuring the scholars' personal growth in the areas of responsibility, education, multi-culturalism, professionalism and commitment through the building of a Student Development Transcript and the review and approval of specific activities.
 - ! Conducting interviews with all CASS students during campus visits to ensure their well-being.
 - ! Working with the College Coordinator and CASS U.S. Operations and Overseas Operations staff to develop and implement prevention and intervention plans as needed in the case of potential or actual scholar problems.
 - ! Counseling directly with the scholars as appropriate.
 - ! Reviewing the scholars' host family placement, initial orientation and ongoing orientation plans prior to their implementation and providing timely feedback and recommendations.
 - ! Closely monitoring and evaluating the host family and alternative housing program.
 - ! Enforcing the scholar's Code of Commitment.
5. Ensure the return of each scholar. The Program Officer will work closely with the College to prepare and ensure the successful return of scholars to their home countries by:
- ! Ensuring the timely submission of a credential file for each scholar.
 - ! Ensuring that scholars participate in an internship relevant to their field of study.
 - ! Reviewing the design and implementation of reentry workshops.
 - ! Facilitating scholars' acquisition of information about their home countries through alumni and/or the Internet during their stay in the U.S. to keep them focused on why they are here.
 - ! Ensuring that faculty, host families and others are fully aware of the importance and necessity of scholars returning home.
 - ! Intervening proactively in cases where evidence indicates that a scholar may be considering remaining in the United States.

Campus Visits

General Guidelines

Annual campus visits are central to enabling the Program Officer to carry out all of the above functions. Recognizing that each Program Officer will ultimately approach the **specifics** of these visits in his/her own unique style, the following **general** policy guidelines were established.

Each cycle of students will be visited twice over the two-year scholarship period. The ideal time for the **first** campus visit is probably October or early November. This is early enough to be relevant in framing the students' perspective of the Program but not so early as to find the students in the middle of the honeymoon phase of the cultural adjustment period. Obviously, this will not be possible for all campuses, as Program Officers may be assigned as many as seven institutions.

The **second and final** visit to a group of students should ideally take place by March of the final year. Anytime later than that limits the Program Officer's influence on the final summer (internships, reentry, etc.).

Occasionally, CASS personnel conduct additional visits to a campus, either as courtesy calls or if intervention is warranted in specific circumstances. The role of the Program Officer in carrying out the goals of the campus visit is:

- ! Clarifying the mission, goals, desired outcomes, policies and procedures of the Program with both the CASS students and others involved with CASS on the campus and in the community.
- ! Establishing a personal connection with each student, celebrating their successes and listening to their concerns, although personal problem **solving** is not a goal of the visit. The Program Officer provides counsel as appropriate, and follows up on cases after returning to GU.
- ! Being a facilitator and mediator between the college staff and students if needed.
- ! Providing technical assistance to the CASS staff at the College.
- ! Meeting with appropriate members of the ESL and/or technical faculty to discuss progress through the approved curriculum, individual student concerns and other issues such as professional associations and internships, as well as to answer any questions the faculty might have as to the objectives and expectations of the Program.
- ! Gathering information for reporting purposes and to verify compliance with the subagreement and comprehensive plan.
- ! Discussing findings and recommendations resulting from the visit with the College Coordinator and his or her supervisor, along with others as appropriate, at the end of the visit.

Steps in Preparing for the Program Officer's Visit

Scheduling the Visit

A typical visit will be two to three days (one to two nights) in duration, depending on the number of groups on campus.

At the beginning of the semester in which the campus is likely to be visited, the College Coordinator should review the calendar to find the best times for the visit. Obviously, the visit should come at a time when the college is in session and as many key people as possible will be available. Providing these

suggested visit dates to the Program Officer as soon as possible will ensure the most productive possible visit for all involved.

To maximize the impact of the visit, the College Coordinator should make every effort to involve as many players in the program as possible (host families, faculty, staff, advisory board members, administrators). S/he may also want the visit to coincide with some other event (e.g., a professional association meeting or the monthly host family potluck).

Finalizing the Visit Agenda

Once a time has been set up for the visit, the Program Officer will write to the College Coordinator with the specifics of his or her flight times and requests for particular items which should be included in the agenda. When the College Coordinator has a drafted agenda ready, s/he should fax it to the Program Officer. S/he will review the agenda with the College Coordinator by phone to ensure that all the points are covered and that any individual student issues (coming from other tools such as the student questionnaires and Grade Reports and Class Schedules) can be addressed during the visit. The agenda is also reviewed by the Director of U.S. Operations. A final version of the agenda should be in place at least a week prior to the visit. The typical agenda will include the following:

- ! Begin with a meeting with the College Coordinator and possibly other members of the staff to get an overview of where things are. This briefing helps prepare the Program Officer for any issues prior to meeting with the students.
- ! Some Program Officers prefer to begin with group meetings with both cycles of students to see how they are doing and answer any questions they might have about the Program.
- ! Time for student interviews. These meetings typically comprise the bulk of every visit. While each Program Officer approaches this differently, all Program Officers have a mandate to spend some time with each individual student during the visit. S/he may prefer to meet small groups of students by country for the scheduled portion, and then simply have a sign-up sheet for others who want to talk, or s/he may be asked to schedule individual sessions with each student.
- ! If the student interviews are by small groups rather than individually, the agenda should include an hour or more (depending on the number of students) during which any individual students who would like to meet with the Program Officer privately can do so. Also included in this time would be any students with whom the staff feels the Program Officer should meet. **In conversations regarding the development of the agenda, the College Coordinator and Program Officer should carefully review the student roster to ensure that scheduled appointments with any individual students with academic, disciplinary, health or adjustment problems are built into the agenda.**
- ! A meeting with host families and/or a visit to the students' apartments.
- ! A meeting with ESL faculty to discuss how the first year students (if any) are progressing.
- ! A meeting with other interested instructors in any courses.
- ! Depending on the structure of CASS on the respective campus and who handles such issues as academic advising, HAC, host families, invoices, etc., separate meetings with other staff members may be appropriate. If the College Coordinator is responsible for each of these areas, s/he may feel the need for a special meeting on one or more of those specific topics.

! A time for a wrap-up group meeting(s) with each cycle of students. Ideally, this would take place very near the end of the visit.

! A debriefing meeting with the College Coordinator and his/her supervisor to discuss the findings of the visit, and perhaps a final chance to chat with the College Coordinator about any remaining points.

In addition to a well-prepared agenda, having the following materials prepared for the Program Officer's use during the visit would be very helpful.

! A list of specific interview times and places, if not on the agenda

! A listing of recent and coming activities

! A copy of the students' schedule(s), as well as the most recent grade reports

! Depending on the timing of the visit, completed student questionnaires and Grade Reports and Class Schedules, if not already returned to GU

! Information on the professional associations with which the students are affiliated

! Copies of the CASS Student Development Tracking Form for each student

After the Visit

Within two weeks of the campus visit, the Program Officer will write a formal letter documenting the findings of the visit and following up with any issues which may have arisen during the visit. These points will all have been discussed during the debriefing meeting on campus at the end of the visit. While the main purpose of the visit is to provide technical assistance and enhance communication between college staff and CASS (and between CASS and the students), monitoring and evaluation are clearly also an important function of the visit. The Program Officer will review the letter with the Director of U.S. Operations, and the final version will be addressed to the appropriate official as designated by the institution. This letter becomes a key part of the record regarding the institution's performance under the subagreement and serves as one of the main tools for monitoring developments in the coming year.

The Program Officer may also write to the students after the visit to follow up with them on any remaining issues. Finally, a summary of the issues dealt with during the campus visit appears in the College Status Report (CSR) written by the Program Officer for inclusion in the CASS Quarterly Report to USAID for that period.

Lines of Communication

In addition to professional staff in each country, at the colleges, and at GU, the CASS community comprises a large and diverse number of people and organizations dispersed over a broad area. This includes support networks, alumni organizations and the families of current students in Central America and the Caribbean, as well as host families, community advisory board members and internship providers

throughout the United States. This large community is the great strength of CASS, but it means that a great deal of care must be given to communication.

Included in this handbook are a number of contact lists for CASS. First, there is a sheet with emergency contact information, including home numbers of key members of the CASS staff. Second, there is a listing of all CASS staff at CIED. The third item is a contact list for CASS Overseas Operations, providing information on the Country Coordinators. Finally, there is a listing of primary and secondary contacts at each college, along with phone and fax numbers and e-mail and mailing addresses. (Please see these lists which are found in Attachment I under the heading "Contact Lists.") Colleges are strongly encouraged to contact each other for ideas and support. CASS will send out updated versions of these lists periodically. **It is the College's responsibility to ensure that CASS has valid college contact information at all times.**

Please also note that full listing of active CASS participants may be retrieved from the CASS home page. These are presented by both country and college to enable the students to find each other easily. That address is:

<http://www.georgetown.edu/CIED/>

Communication Procedures

Routine Communication with CASS

In most cases, communication between the College and CASS should be channeled through the assigned Program Officer. The Program Officer will provide the College with technical assistance as appropriate and will be in touch for regular updates on the CASS students' well-being, their cultural, social and language adjustment, academic progress and personal, professional and leadership development. The Program Officer expects cooperation on the part of the College in providing prompt and up-to-date (oral and written) information on matters that affect CASS students and the Program. Please note that it is very much in the interest of the College to keep the Program Officer apprised of the successes and achievements of the CASS students. The College Coordinator should feel free to contact directly those offices within CIED that handle unique functions regarding CASS (the HAC Coordinator, the contact person for travel, the contact person for college reports, the contact person for taxes, etc.).

Student Communication with Georgetown

CASS students enjoy unprecedented access to the Internet and e-mail and with it new found freedom and power to gain information and to communicate with others, including staff at CASS/Georgetown. CASS has encouraged this and will continue to do so.

However, with this freedom comes the responsibility to use these tools wisely, for the good of one another. CASS encourages students to report periodically to their Program Officers and Country Coordinators about their progress and concerns. Georgetown staff are encouraged to respond to students and to initiate inquiries about their progress and well-being.

As a rule, student generated e-mail (or any other communication) to Georgetown which is of a controversial nature, such as problems with relationships between students, troubles with classes, instructors, or host parents, and conflict between students and CASS staff at the college will be referred to the CASS Coordinator for on-site resolution. CASS will respect issues of confidentiality which students bring to the attention of their Program Officer provided they are not detrimental to the safety of individuals or to the Program as a whole.

In late August CASS will send a letter to each new student introducing the assigned Program Officer, with his or her address, phone number and e-mail address. With this will be a statement about how this is to be used. For instance, should a student have a problem that in his or her mind has not been adequately resolved at the college, the Program Officer shall be the student's primary contact at Georgetown when seeking an appeal. Typically the Directors will not get involved in such matters.

Finally, CASS recommends that College Coordinators discuss with their students at the initial orientation the importance of respecting organizational structure and following proper channels of communication and lines of appeal within CASS (or any organization) and to remind them of this occasionally as part of their leadership development during their training.

CC: or Common Courtesy

Whenever communication with someone at CASS or CIED other than the Program Officer is deemed necessary, remember common courtesy and "cc:" the Program Officer. This will avoid potential misunderstandings and other minor problems that tend to contribute to an unhealthy work atmosphere.

Communication with Country Coordinators

All program-related communications (oral, written and e-mail) with a Country Coordinator must be directed through the Program Officer. The Program Officer is then responsible for ensuring that this relevant programmatic information from the College is shared with other CASS staff. For example, s/he discusses individual student cases with the Regional Coordinator in Overseas Operations who, in turn, may discuss the situation with the Country Coordinator. Similarly, if the College has a question regarding, for instance, employment issues related to a field of study, the Program Officer will pose the question to all of the entire Overseas Operations staff so that responses from each Country Coordinator can be included.

If a CASS student on campus receives news of a family emergency in his or her country, CASS will be glad to find out more about the situation through the Country Coordinator. The Program has provided this assistance and support on many occasions in the past. However, because of the potential for confusion and the need for CASS to be involved in any decisions that might come out of such a situation, it is important that CASS coordinate the flow of information. Likewise, if a student's family has an emergency and wants to convey important information to its son or daughter on campus, the Country Coordinator will contact CASS and the Program Officer in turn will contact the College.

The above, of course, does not apply to the routine correspondence of CASS students who are encouraged to stay in touch with their families, Country Coordinator and alumni throughout their two-year stay in the United States. These procedures have been established to maintain clear lines of communication among all parties. CASS expects and appreciates the full cooperation of both CASS and Country Coordinators in adhering to these procedures.

Student Emergencies

An entire section of this handbook is devoted to special student cases, which contains procedures for handling student problems and steps to be followed in specific cases.

In the case of a health, legal or other emergency, always make certain first that the student is safe and receiving proper care. Then contact the Program Officer at once. If the Program Officer is not available, please refer to the list of CASS emergency contact names and home phone numbers in Attachment I. If the College Coordinator cannot locate the Program Officer, call the Director of U.S. Operations. If neither can be reached, contact someone else (a live voice) on the list.

Overseas Travel Policies

From time to time, faculty, staff and even host parents at CASS institutions have organized trips to one or more of the countries in Central America and the Caribbean. CASS considers such travel as positive initiatives on the part of the colleges and their communities which can provide firsthand exposure to and information on the students' countries, cultures and backgrounds. These and other less costly ventures are among the many ways in which the institutions show their genuine interest in the students and get to know more about their origin and cultures.

Again, any communication with a Country Coordinator about travel to the region should be directed through the Program Officer. Please ensure that the college staff and faculty adhere to this practice.

Travel of college representatives generally can be divided into two types:

1. Official CASS Programmatic Travel (i.e., interviews, orientations, reentry, etc.), in which case CASS U.S. and Overseas Operations invite the participation of a college representative to assist in specific CASS-related activities in a particular country. In such a situation, Overseas Operations will coordinate with the respective Country Coordinator(s) the specific role and participation of college staff in programmatic activities. Furthermore, Overseas Operations and the CIED Travel Coordinator will arrange for travel and hotel reservations for the college representative(s).

2. Non-CASS Programmatic Travel (personal/vacation travel with some CASS-related activities such as meetings, research, etc.). **Contrary to point #1 above, this type of travel is not organized, coordinated or sponsored by CASS.** If the College staff's personal travel to the region includes some CASS-related activities, contacts, etc., these activities need to be channeled through the local Country Coordinator(s). All requests for assistance in the region must be based on a clear CASS objective. **As Country Coordinators are employed by GU using USAID funds, they are prohibited from assisting with personal travel or non-CASS related activities and requests.** Additionally, Country Coordinators have a very intense workload and many deadlines for recruitment, interviews, preselection, orientation and reentry cycles. Assisting with arrangements for the college representative's personal travel and visits would add to this work. If a trip is approved by CASS, all communication between the college representative(s) and the Country Coordinator(s) needs to be directed through the assigned Program Officer. S/he will coordinate the request directly with the CASS Overseas staff.

CASS will support **approved** college representatives' travel to the region as follows:

- ! Country Coordinators will organize a courtesy meeting at the CASS office.
- ! Country Coordinator will make initial contacts for the college staff by notifying contacts of college visit. However, **the college staff will be responsible for calling all in-country contacts and alumni to arrange for specific dates and meeting times.**
- ! CASS will provide an alumni contact list for the college representative(s) to contact the alumni directly. **College staff will be responsible for calling all in-country contacts and alumni to arrange for specific dates and meeting times.**

CASS staff **will not** arrange:

- ! In-country travel logistics, including but not limited to hotel accommodations, reservations, local transportation (within citywide or countrywide), etc. (the only exception is if and when college representatives are on official CASS programmatic travel).
- ! Airline travel. College staff will be responsible for arranging their own airline travel (again, the only exception is when college representatives are on official CASS programmatic travel).
- ! Meetings, including but not limited to, personal meetings with alumni and others.
- ! Tourist activities, such as vacations, excursions, etc.
- ! Non-CASS business.

PROGRAM IMPLEMENTATION

The following section presents in chronological order the steps required to take a cycle of CASS students through the entire two-year program. In fact, the entire process covers nearly three years, beginning with the invitation to accept a program and continuing through the final closeout process. Note that in recent years CASS has also conducted a number of short-term training programs which, in some cases, have followed a different calendar. The information presented below applies to regular CASS groups.

Please note: Materials which colleges must submit to CASS are marked with a check (✓), and the dates in bold are when CASS tries to send materials to the College. The time line is contingent upon external factors.

The Beginning of a Cycle

Funding for CASS

Obviously, before CASS can commit to any training program, Federal dollars must be committed. Under normal circumstances, the Foreign Appropriations Committee of both the House and Senate complete their work in late September or early October. Assuming that funding for CASS is included in those bills, and that they are signed by the president, CASS can begin to assemble a budget for the coming cycle of students. CASS is firmly committed to maximizing the number of scholarships above all other factors. However, the process of translating a congressional recommendation to USAID into a firm commitment of resources is a fluid one, and the process of converting that financial commitment into concrete numbers of students is very complex.

Invitation Letter

In December or early January, the Director of CASS U.S. Operations sends out letters to college presidents inviting institutions to accept a group of CASS students. Decisions are based first and foremost on an assessment of the overall quality of programming on each campus. Other critical factors include, which fields of study have been identified by CASS Overseas Operations as having priority in the region, as well as a strong desire to maintain the largest possible active network of institutions in the Program. This latter point means that, all things being equal, an institution which would be out of business with CASS without a new group would be given priority over another institution offering the same field of study but which already has students on campus for the coming year.

The letter of invitation requests an immediate response from the college president. This is necessary because CASS must have commitments to proceed with the process from all colleges before sending letters of regret to the remaining institutions in the network.

Comprehensive Plan Guidelines Cycle 2000 Two-Year Programs

Preface

CASS has identified five fundamental characteristics of an agent of change and has shaped them into five categories of activities and accomplishments which provide the structure for CASS student development. CASS wants alumni to be responsible, educated, multi-cultural, professional and committed. These terms are elaborated below:

- ! The Responsible individual is self-disciplined, organized and reliable. S/he attends classes and activities and arrives on time. Such a person has financial and time management skills, keeps promises and has a consistent record of following through on commitments. S/he exercises good judgment, is trustworthy and has high moral and ethical standards. The responsible individual also attends to his/her personal health through fitness, nutrition and stress management.
- ! The Educated individual is one who expresses himself or herself well both orally and in writing. S/he has developed critical thinking and problem-solving skills, as well as a breadth of knowledge in the field of study and beyond (including foreign language, the arts, civics, history, environmental awareness and travel). Being "educated" also includes the acquisition of computer skills beyond those required in the curriculum.
- ! The Multi-cultural individual has demonstrated a commitment to learning about and developing an appreciation for other cultures, nationalities, races and religions. S/he has also positively represented and presented his or her own culture to others. Learning in the areas of diversity, the equality of all people, and gender issues are also included in this category.
- ! The Professional individual is one whose training includes experience with and continuing links to professional associations. S/he should also have practical experience through an internship. The professional is able to share information and transfer skills learned to coworkers and others. Being "professional" implies interest in and dedication to the field of study beyond the classroom.
- ! The Committed individual is genuinely interested in making a positive difference in the lives of others. S/he is patriotic, goal oriented and socially aware. The most critical element of commitment, as defined by CASS, is motivation to return home and serve family, community and country. Exposure to role models who are living out their own commitment in the U.S. host community is a key part of this, along with taking advantage of opportunities to lead, serve and work with others.

Keep the development of these five characteristics in mind as you prepare your Comprehensive Plan, noting that CASS seeks to EMPOWER participants so that they can become effective agents of change for their families, communities, and countries.

The Comprehensive Plan for Cycle 2000 Two-Year Programs

Follow the outline below as you prepare the Comprehensive Plan for a two-year CASS training program. Specific components of the comprehensive plan are discussed in more detail under the headings of the outline. A * indicates how much each item is weighted in the final evaluation of your Plan.

- I. Institutional Background (5%)*
 - A. Institutional Capability Statement
 - B. Experience with International Students
 - C. Background on the Host Community
 - D. Motivation for Partnering with CASS
- II. Program of Study (20%)*
 - A. Summary Statement of Training
 - B. Proposed Curriculum
 - C. English Speaking Students
 - D. ESL/Language Issues
 - E. Transition to Mainstream Classes
 - F. Electives
 - G. Internet and E-mail Access
 - H. Internships
- III. Host Families, Alternative Living Arrangements, and Local Transportation (10%)*
- IV. Initial Intensive Orientation (5%)*
- V. Ongoing Orientation and Group Meetings (10%)*
- VI. Professional Development (5%)*
- VII. Community Service and Commitment to Return Home (10%)*
- VIII. Reentry (10%)*
- IX. Calendar of Projected Activities (5%)*
- X. Staffing, Counseling, and the Community Advisory Board, etc. (10%)*
- XI. Budget and Budget Narrative (10%)*
- XII. Resumes and Other Attachments

Attachments included with this document:

- Attachment A - Program Background and Scope (Cycle 2000 Two-Year Programs)
- Attachment B - Statement of Work (Cycle 2000 Two-Year Programs)
- Attachment C - Instructions for Budget Preparation and Financial/Programmatic Reporting

Note: Required components of the Comprehensive Plan are identified below with a box ☐ for easy review in preparing the final form for submission to CASS.

I. Institutional Background

A. Institutional Capability Statement (no more than two paragraphs)

- ☐ Describe the capabilities of your institution.
- ☐ Provide a brief history of your institution, its philosophy, and long-term goals.
- ☐ Focus on the strengths related to the field of study you aim to provide to CASS participants.
- ☐ What makes your institution and programs unique?

B. Experience with International Students

- ☐ Describe briefly your experience with international students on your campus. Mention any groups (CASS or other) for whom you have provided specialized training.

- G Indicate the kind of training provided, the funding agency, the language of instruction.
- G State what innovative approaches you may have taken in working with non-mainstream students.

C. Background on the Host Community

- G Introduce us to your community. Briefly describe its demographics, size, economy, history, etc.
- G What community resources exist that will support the goals of the CASS program?
- G What opportunities exist for CASS students to interact with community organizations to foster their personal and professional development?

D. Motivation for Partnering with CASS

- G Tell us why your institution wants to partner with the CASS program.
- G How do the philosophies of our two institutions complement one another?
- G What can your institution offer to support international development at the grassroots level?
- G Does your institution have a formal, written policy supporting international development training programs? If so, please state it here.

II. Program of Study

A. Summary Statement of Training

Start your Comprehensive Plan with a **Summary Statement of Training** based on the Field of Study Information Sheet which was included in your letter of invitation from CASS. The Field of Study Information Sheet comes from materials CASS uses in-country for recruiting potential scholars and serves to introduce them to the field of study, to attract their attention. Throughout the selection process, the candidate will refer to it numerous times in preparation for training in the U.S.

The Summary Statement of Training, *once it is approved*, will become the basis of a one- to two-page "Field of Study Fact Sheet," an *official statement* from your institution that gives greater substance to the recruitment Field of Study Information Sheet. In its final, approved form, the Field of Study Fact Sheet will be the centerpiece of the CASS Acceptance Packet which is presented to the new participants at Orientation I in late May. More information (format, translations, etc.) will be provided on this topic once the Summary Statement of Training is approved.

Include the following five (5) points in the Summary Statement of Training:

- G Training Objective. State exactly the objective of the CASS training experience at your institution. Highlight the fact that the Program's goal is professional competence. The CASS target population may struggle to meet degree requirements, and while CASS will continue to use USAID's "academic" designation (i.e., the goal is a degree), the College must be prepared for the possibility of certifying "professional competence." Indicate that professional competence is the goal, with the degree being a possibility, dependant on completion of "X" number of credits with "Y" GPA.
- G Program Requirements. While this may be a listing of the types of courses required for the degree, please do not refer to this as "degree requirements." The College should stress the fact that there will be both general education and core requirements. Where there are several courses which could meet the same requirement, a general statement such as "two lab science courses" would be sufficient. (It is best to refrain from discussing electives at this point.) Point out any particularly demanding parts of the curriculum to help students prepare for the challenges ahead. Finally, all

but the English versions of this should indicate the number of classroom contact hours per week of ESL during the first and second semesters.

- G Internships. Cite examples of the kinds of internships in which the students might be placed.
- G Competencies Gained. A brief statement of the skills which graduates in the Program have and the kinds of jobs which they enter. If the College has trained CASS students in this field before, the capability statement prepared for their credential files would provide an excellent basis for this section.
- G Skills Needed. Briefly address any particular skills and strengths which individuals entering this program should already have.

B. Proposed Curriculum

The Plan must indicate:

- G The academic goal of the program, including the specific degree (e.g., A.S., A.A.S., A.T.A.) and/or certificates students may receive.
- G The number of credits required to achieve the goal AND the number of classroom contact hours. [classroom hours + lab hours] x weeks in the semester) - vacation days = semester contact hours.
- G The options available (e.g., special certificates or diplomas) for individual students who are unable to fulfill all academic requirements for the standard degree or certificate.
- G The name and role of the Academic/Technical Advisor for the Program. State his/her credentials, and role in the overall program implementation. It is expected that the Technical Advisor will participate throughout the program in guiding the curriculum as well as overseeing the internship component. The advisor should have significant experience in the field of study and be well connected in the local community. It is assumed that he/she will continue to monitor and assess the pertinence of scheduled courses throughout the 24-month period.
- G A 24-month curriculum broken down by semester or quarter reflecting the requirement that all students must be enrolled full-time throughout their stay in the U.S.
- G A description of each course as it appears in the catalog.
- G A copy of the academic calendar.

Depending on the language of your students (possible mix of Spanish, French, and English) the Plan may need to include two versions, one for the native English speakers, i.e., the Jamaicans, and another which includes the intensive ESL program.

C. English-speaking Students

- G Demonstrate how you will ensure that English speakers are both fully challenged throughout their scholarships and integrated into the group as much as possible from the beginning of training.

We recommend enrolling English-speaking CASS students in a Spanish class during the first and second semesters. This has several advantages. It enhances group cohesion by fostering communication and increasing empathy, gives the English speaking students a bonus in terms of their future employability, and simplifies scheduling in the future by increasing the number of courses the CASS students will be taking as a group.

- G State your approach to placing English-speaking students in such non-degree course work as study skills and remedial English and math. Placement should not be automatic, instead it must be based on test results. For example, College Algebra or Pre-Algebra and Composition I or Basic Writing.

(It should go without saying that English as a Second Language courses are not intended for people whose first language is English.)

Do not give English speakers free rein in selecting courses during their first semester. Remember to provide them with counseling and support as they begin their studies in the United States.

D. ESL/Language Issues

Provide precise information on how intensive ESL instruction will be structured during the first two semesters. Most CASS students, with the exception of the Jamaicans, will arrive with very little or no English ability. Your plan must:

- G State the name and experience of your ESL instructor(s). The program should be staffed by experienced ESL professionals (preferably holding a master's degree or higher in the field).
- G Provide a breakdown of classroom hours, lab time, tutoring and any other formal instructional activities. During the first semester, plan for at least 15 formal classroom hours of instruction a week. In addition, lab time, tutoring and such special arrangements as conversation partners should bring the total amount of ESL training CASS students receive to an average of 20-25 hours per week during the first semester.
- G During the second semester, plan for a minimum of 12-15 hours per week of ESL training, with provisions for additional support later in the program as necessary. Again, provide a breakdown of classroom hours, lab time, tutoring and any other formal instructional activities.
- G Indicate how the students' English abilities will be tested upon arrival. Indicate the placement test which will be used.
- G Discuss the availability of multiple levels of ESL instruction during the first semester. If the College is able to provide only one section of ESL, the plan should indicate how the instructor will address the problem of meeting the needs of all students within the context of a single classroom.

E. Transition to Mainstream Classes

- G Describe how you will mainstream non-English speakers, i.e., integrate them ultimately into classes with traditional college students. Students whose first language is not English face a tremendous challenge in completing graduation requirements within the two-year limit of the scholarship. In addition, experience has shown that these students benefit emotionally and linguistically from beginning their technical studies during the first semester and merging into the mainstream as rapidly as possible. They will, however, require considerable support in this process throughout the first year.
- G Your plan must demonstrate the transition from the intensive ESL program to mainstream courses. In addition to intensive ESL, the curriculum should include for non-English speakers at least one practical field of study-related course during the first semester or quarter. Typically, this would be a math or introductory computer course, or courses which tend to be somewhat less language intensive. Regarding math, the College should give particular attention to assessment of students' mathematical abilities, given the problem of doing so in a second language. Test early. Be prepared to provide remedial math.
- G Show how you will involve the ESL faculty in this transition. Too often the ESL program is isolated from the other aspects of the Program, yet the ESL faculty could be a tremendous resource.

Examples of successes in this area include specialized ESL courses which are team taught by ESL and core faculty members, or cases in which ESL faculty have simply acquired lists of key technical vocabulary and concepts which they then use in ESL classes.

F. Electives

G Indicate what electives are available and how you will advise students in selecting them. CASS is particularly interested in the choice of electives as they provide opportunities to meet multiple goals. Examples of courses which are particularly appropriate, regardless of the field of study, include, but are not limited to:

- Human relations/group dynamics
- U.S. Government
- General computer classes
- Management classes
- Supervision classes
- Introduction to Starting a Small Business
- Communication/Public Speaking
- Leadership development

G State whether tuition is based on a full-time rate (i.e., that additional courses carry no extra cost) or by the credit (in which case, electives are quite limited).

G. Internet and E-mail Access

Show how the college will provide students with training on the Internet, specifically e-mail and the World Wide Web, as early into their two-year sojourn as practical.

G Describe the on-line facilities to which the students will have e-mail and web access.

G State when the students will receive training to take advantage of this resource.

G Give the date students can expect to have their own e-mail account on campus for the duration of their training.

H. Internships

CASS requires that all students complete an internship in their field of study. Internships provide opportunity for practical application of skills, enhance employability, and give a first-hand look at the U.S. business environment.

G Identify potential sites in the community or surrounding area for internships.

G Indicate if the internship will be for credit.

G State how the internships will be structured, i.e., when they will take place, the total of hours that the students will be working, as well as other relevant information.

G Show the internships on the semester or quarter breakdown of classes, regardless of whether or not they are for credit.

III. Host Families, Alternative Living, and Local Transportation

Provide detailed information on the college's host family placement program covering the first nine (9) months to one year of the students' experience, as well as plans to facilitate the students' move to alternative living. Please refer to *The Host Family Handbook: Guidelines for CASS Institutions* (February

1998 Revision). Pay particular attention to the "Summary of GU Policies Regarding Host Families" on page 2 and how they impact the subagreement, and to the various forms which are a part of the *Handbook*.

The Plan must address the following:

- G Adherence to CASS Policy. Your plan must state your college's agreement to abide by the policies outlined in The Host Family Handbook: Guidelines for CASS Institutions (February 1998 Revision), including the use of host family agreement form, references, and conducting criminal background checks.
- G Recruitment and Selection. Describe the approach the college will take to recruit and select host families, including any instruments such as interview guidelines and/or questionnaires which will be used in this process. Review the Handbook before writing this section of the plan. Bear in mind that CASS/Georgetown considers the placement of one student per host family to be ideal. In cases where two students are placed in the same family, every effort should be made to avoid placing two Spanish- or French-speaking students together as this negatively impacts English language acquisition. Likewise, strive to find host families that are native English speakers for students who are Spanish or French speakers.
- G Initial Orientation for Host Families. Provide an agenda for the initial host family orientation (which needs to take place before the students arrive).
- G Ongoing Orientation. Provide a schedule and plan for monthly meetings for the purpose of ongoing orientation and communication with the host families.
- G Rules and Guidelines. Provide a copy of any program rules and guidelines which the college provides to families and students regarding host-family living.
- G Alternative Living. By the end of the students' first year in the U.S., the CASS program expects that the students will be in apartments, dormitories or alternative living situations. The transition to alternative living provides the students with an excellent opportunity for learning, decision making, and empowerment. Depending on the availability of housing in the community surrounding the college, CASS expects the college to involve the students as much as possible in the transition process, guiding them in the decisions that must be made in preparation for alternative living, an allowing them - indeed, encouraging them - to be responsible for the management of their day-to-day experience in alternative living. The Comprehensive Plan should
 - G Describe options in the community for alternative living, including the availability of dormitories, apartments, or rooms for rent in houses.
 - G Include information regarding how the process of locating and arranging for acceptable housing will be coordinated, and how students will be involved in this process.
 - G Indicate policies regarding leases, deposits, utilities, rules for living with other CASS students, etc., and how students will be involved in managing these issues.
- G Local Transportation. The Comprehensive Plan should describe arrangements for transportation to and from class. The students' personal allowance of \$150/month is not intended to cover this. If, for example, the students will be taking public transportation, the college should budget for these costs separately from the personal allowance. It goes without saying that apartments should be within a reasonable distance from the college so that transportation does not become an obstacle.

IV. Initial Intensive Orientation

The CASS staff must prepare for an intensive three- to five-day orientation for the CASS students upon their arrival on campus. This first week is critical in that it sets the tone for the students' experience in the Program. The Plan must include a detailed agenda for this orientation covering the following points:

- G A careful review of the information provided to them in the welcome packets.
- G A review of the planned program of study.
- G The students' and College's expectations of each other.
- G The role of the CASS students.
- G The role of the College Coordinator.

- G The role of the Georgetown Program Officer.
- G A review of the Code of Commitment, which each student has signed, to reinforce understanding of Program rules and regulations.
- G The rules and regulations of the College.
- G Discussion of local and state laws. This must include a forceful, clear discussion of laws related to sexual behavior such as date rape, statutory rape, relationships with minors, and sexual harassment.
- G Key aspects of U.S. values and customs, the adjustment process students can expect, and a discussion of cultural differences and strategies for dealing with culture shock.

- G Specifics about living with host families, how the college staff will handle problems, and the types of ongoing support both families and students will receive.
- G How, when, and whom to ask for help; together with general coping skills.
- G Introduction of the staff and faculty on the campus and other individuals in the community.
- G The distribution of personal and other allowances: when, how, how much, etc.
- G Health insurance coverage and procedures, and support available, such as the campus nurse.

- G Shopping, budgeting and banking, together with wise use of money.
- G How to use the telephone (especially prepaid debit cards), post office and transportation system.
- G Confirm in your plan that Spanish- and/or French-speaking interpreters or facilitators will be available throughout the initial orientation. Native English speakers in the group are to be addressed, and need to receive orientation materials, **in English**. Some English-speaking students have reported feeling quite alienated by their orientation experiences in the past. Remember, they too are entering a new culture.
- G If your college will have several weeks between the arrival of the CASS students and the beginning of the fall term, show how you will maximize this time by providing additional ESL instruction, perhaps in "survival English," before the start of regular classes. Plan for similar, appropriate activities for native English speakers, such as an independent research project, survival Spanish, etc.
- G If classes begin earlier than one week after students arrive, indicate how you will ensure that the above points are covered during the first week or two of your program.

V. Ongoing Orientation and Weekly Group Meetings

All CASS groups are expected to meet weekly for ongoing orientation. CASS recommends that you devote half of each meeting to student club activities, where students are in charge of planning and conducting their own business, and half the time for the College Coordinator and program staff to address ongoing orientation matters (seminars, workshops, CASS business) and to facilitate student processing and

discussion of their U.S. experiences, clarification of U.S. cultural values and customs (particularly with regard to host families) and issues of cultural diversity.

At the end of their two-year training, CASS expects students to possess the necessary qualities and skills to be Change Agents, able and motivated to work for the development of their home communities. In addition to their academic success, CASS participants are expected to accomplish important goals in the areas of professional and leadership development in a relatively short time period so that they will be equipped to serve the needs of others, and to do so in a variety of ways - through grassroots organizations, community initiatives, and neighborhood projects.

Adjustment and success in a new culture is difficult. For CASS students, recruited from rural areas and minority or indigenous groups within the participating countries, this is particularly true. Many candidates come to the Program marked by the deprivation of the necessities of life, and with experiences and memories of personal loss, extreme family hardship, violence, civil unrest, and other difficulties.

The Program considers it essential that participating colleges **take a pro-active approach by anticipating adjustment difficulties and by addressing them before they become major issues.** To ease the students' adjustment, maximize the development of their potential as leaders and foster their chances for success while in the United States and after their return home, CASS expects participating colleges to emphasize the personal development of students during the initial six to eight months of training that is especially intensive in the following areas:

- _____ Self-Esteem and Confidence Building
- _____ Conflict Resolution
- _____ Coping Skills
- _____ Asking for help
- _____ Building Support Systems

These particular topics form the foundation upon which the five pillars of the CASS Program rest. They are of such importance that CASS asks that you emphasize each at least bi-monthly in your ongoing orientation program during the initial six to eight months of the students' stay. To this effect,

G State how you will emphasize the topics above in the personal development of your students.

The weekly meetings also furnish a regular occasion to cultivate and reinforce the five pillars of the CASS scholar: to be **responsible, educated, multi-cultural, professional and committed.** (See preface.)

Your Plan must state the following:

- G** The frequency of group meetings.
- G** The structure of these group meetings, i.e., management and leadership.
- G** The type and frequency of activities, workshops, experiences which you will facilitate, as well as plans for including experts, i.e., counselors, psychologists, etc., to address the particular topics above.
- G** The general content of group meetings (see topics below)

Topics for ongoing orientations must include reviews of items covered in the initial campus orientation, as well as any new issues which might arise. Regular updates regarding the group's progress through the curriculum are recommended, as students frequently claim to be unaware of many aspects of their academic programs. Following is a list of important topics to be covered during the two-year program and to be included in your calendar of projected activities (Section IX). They are organized according to student development characteristics (See Preface):

Responsible

- Sexuality, sexual responsibility, and local laws governing sexual harassment and sexual relations with minors – ongoing workshops and reminders
- Time management workshop
- Learning styles inventory
- Budgeting/personal finance workshop
- Moral/ethical development (religious group, ethics seminar)
- Interpersonal communication seminar
- Stress reduction/fitness/nutrition
- Civic involvement and volunteer service

Educated

- Critical thinking & problem solving, decision making
- Learning styles inventory
- Computer skills
- Cultural events (e.g., on campus or in local community)
- Seminars on environmental protection issues/actions
- Local, state, or national government/history

Multi-cultural

- Presentations of home country and culture
- Cross-cultural training
- Attendance/participation at ethnic festivals
- International film festival
- Black (or Hispanic) History Month activities
- An affirmative action workshop
- Conflict resolution workshops

Professional (See following Section VI. Professional Development)

Commitment (See Section VII. Community Service and Commitment to Return Home)

VI. Professional Development

CASS students must have the opportunity to join and participate in **professional associations** related to their field of study. These relationships expose students to experiences that cannot be replicated in the classroom and can lead to important professional linkages in their home countries. Students need to be introduced early in their program to these associations.

It is essential that students be exposed to professional **role models** or **mentors**. **CASS is particularly concerned that female students be given the opportunity to associate with women in leadership roles within the field of study**, though the need exists for male students as well. Mentors give students opportunities to interact with professionals and to learn about their experiences and challenges in the professional world. Further, membership in **women's organizations or associations**, whether or not related to the field of study, can help female students build professional contacts and strengthen their communication and interpersonal skills

The Plan must indicate:

- G With which association(s) the students will be affiliated.
- G How the Program will pay required dues and/or fees.
- G What arrangements will be made to ensure students can attend meetings.
- G How often associations meet.
- G How you will incorporate mentors into your program.
- G What women's organizations exist in your community with which female students can affiliate.
- G Assurance of the following list of important professional development topics and activities to be covered during the two-year program and to be included in your calendar of projected activities (Section IX):

- Employee supervision workshop (if not in curriculum)
- Local/regional/national competitions in field of study
- Proposal writing workshop (followed by submission of proposal)
- Parliamentary procedure workshop
- Conferences attended
- Student government/organizations
- Participation on advisory panel
- Team-building exercises
- Group dynamics workshops
- Field trips/site visits

VII. Community Service and Commitment to Return Home

When they accept the CASS scholarship students commit themselves to learning about and working with volunteer service organizations in the U.S. and to developing a community service project for implementation in their hometown or region upon their return. This is one of the most important ways in which they can make a difference and serve their country as Change Agents when they return.

College staff should be prepared to assist students in making contact with and facilitate involvement with organizations and individuals in the U.S. who can guide them in the development of their project design, and to encourage them in the process of refining their project design. Specifically, the Plan should indicate the following:

- G How the college will facilitate information about and contacts with appropriate local volunteer organizations to help the CASS students achieve this goal.
- G At what point in the 2-year program these contacts will take place.
- G How the college CASS staff will encourage the students in their work on their projects, i.e., include this topic on the agenda of the ongoing orientation meetings, having the students present their projects for discussion and comments by the whole group, etc.
- G Other activities to include:
 - Goal-setting workshop
 - Values clarification exercises
 - Community volunteerism
 - Service club participation
 - Leadership seminar/conference
 - Focus on development (project related to home country)

VIII. Reentry

Essentially, reentry begins the first day the participants set foot on campus. The key concept of reentry is that of "Change Agents," defined by USAID and Aguirre International as:

Individuals who have the capacity and motivation to initiate--or effectively support--sustainable development through their own actions and by their influence on the actions of others.

For assistance with the topic of reentry, refer to the recently published *CASS Reentry Program: A Handbook for College Coordinators*. Program graduates should be prepared to:

- Apply their training in the work place, even against obstacles.
- Share their training with co-workers.
- Formulate and initiate improved procedures in the work place.
- Be willing to take their training beyond the single place where they are employed to new venues, such as the support of the community or volunteer organizations.
- Participate as citizens in the democratic process of their countries.

The first formal reentry event to be scheduled for the students should begin at the end of the summer term, marking the completion of students' first year in the United States. At that time, the students will receive the "letters to self" which they wrote to themselves during orientation in their home countries a year earlier. The letters deal with their expectations and objectives for their time in the U.S. and their goals for when they return home. Set aside a time of reading and reflection during which the students can process their letters and recommit themselves to the future.

Building on this experience, the Plan must provide for two phases of reentry activity in the final year of the program, with Phase I running approximately from early October through December, and Phase II covering January through departure. [See *CASS Re-entry Program: A Handbook for College Coordinators*]

Your Plan must include a strategy for addressing the following reentry activities:

A. Phase I (October through December)

- G Student goal setting is a primary activity for this period, focusing on personal aspirations for their last year in the United States. Schedule individual sessions to review objectives and plan implementation strategies, including time lines, with each student.
- G Schedule sessions for connecting students with events in their countries (economy, education, developments in their field of study, etc.). Develop strategies for students to gather information and report back to the group.
- G Stress Internet communication (e-mail) to facilitate periodic contact with Country Coordinators, the CASS alumni associations, the support network company or organization that nominated the student, other CASS students nationwide, and other country relevant cultural sources. Schedule sessions to allow the students to share their findings and strategies with each other.
- G Encourage students to choose volunteer projects in the community which have transferability to similar volunteer organizations in their countries. (This type of community-oriented activity should be included in their long-term goal setting.)

B. Phase II (January through Departure)

- G Review and revise student goals and action plan for the remainder of their time in the U.S. and develop new goals and implementation strategies (with ongoing review) for when they return home.
- G Opportunity for student reporting on happenings and events in their countries (on topics such as the economy, education, developments in their field of study, etc.).
- G Internet communication continues (see Phase I).
- G Schedule sessions to guide students in the development of credential files (résumé writing, generation of translated course descriptions, etc.).
- G Schedule time to focus on skills for seeking and obtaining employment, including interviewing.
- G Schedule time for discussing reverse culture shock, saying good bye, and coping mechanisms.
- G Schedule sessions dealing with change agent issues as international development, environmental issues, entrepreneurship and group dynamics.
- G Plan and budget for a regional reentry conference with other CASS students. The Plan should provide as much information as possible on the approach the college will take to participate in this regional reentry conference.

IX. Calendar of Projected Activities

The CASS activity calendar is based on six reporting periods (fall, spring and summer for each of the two years). Each section of the calendar should specify all planned CASS student activities to be executed during that period. CASS understands there may be subsequent modifications as circumstances arise, in which case a copy of the updated version should be forwarded to the Program Officer. The calendar will ensure that programmatic goals and objectives are being met as well as facilitate timely and efficient dialogue between Program Officers and College Coordinators.

Listed are key programmatic issues for each period. These issues have been identified based on past experience and reflect the various stages of growth which students experience over the two years. While activities during a particular period are by no means limited to these areas, **your Plan should concentrate particularly on the topics listed under each period** and continue to incorporate them where appropriate during the remainder of the program.

G Fall, First Year of Projected CASS Activities:

- ! Cultural Adjustment: Cross-Cultural Issues
- ! Special Needs of Native English Speakers
- ! Student-Host Family Adjustment
- ! Team Building/Group Integration
- ! Conflict Resolution Skills
- ! Community Service
- ! Goal Setting
- ! U.S. Government Electoral Process
- ! Sexual Responsibility

G Spring, First Year of Projected CASS Activities:

- ! Personal Development Workshops/Seminars
- ! Enhancing Student-Host Family Relations
- ! Leadership Development Activities/Conferences/Seminars
- ! Women and Leadership
- ! Internet Training
- ! Professional Memberships
- ! Sexual Responsibility
- ! Alternative Living Preparations

G Summer, First Year of Projected CASS Activities:

- ! Community Service
- ! Effective Planning for Student Academic Breaks
- ! Field of Study Related Field Trips
- ! Sexual Responsibility

G Fall, Second Year of Projected CASS Activities:

- ! Professional Linkages-Job Shadowing/Mentorships
- ! Professional Conferences
- ! Research & Networking via the Internet
- ! Volunteerism
- ! Sexual Responsibility
- ! U.S. Decision Making

G Spring, Second Year of Projected CASS Activities:

- ! Professional Linkages-Job Shadowing/Mentorships
- ! Professional Conferences
- ! Research & Networking via the Internet
- ! Volunteerism
- ! Sexual Responsibility
- ! U.S. Decision Making

G Summer, Second Year of Projected CASS Activities:

- ! Closure Orientations/Workshops/Plans for:
 - Academic Program
 - Professional Activities
 - Personal Relations
 - Financial Responsibility
 - Departure Process/Return Home
- ! Integrated Seminar - Bringing It All Together
- ! Sexual Responsibility

X. Staffing, Counseling and the Community Advisory Board, Etc.

A. CASS Program Staffing

CASS requires that participating institutions identify a *full-time College Coordinator* (or the equivalent, and satisfactory to Georgetown) for their program. The Comprehensive Plan must:

- G Provide the name, title, percent time with CASS, and a brief description of responsibilities for each person on your staff involved with the CASS program. Institutions might combine some of the following roles:

- College Coordinator
- Program Administrator (usually the Coordinator's supervisor)
- Secretarial support
- Activities/Civic Responsibility
- Housing Coordinator
- Academic/Technical Advisor
- Health Oversight
- Counseling
- Transportation.

B. Counseling

The Comprehensive Plan must indicate the availability of three types of individual counseling and support.

- G First: that which would presumably be provided by the CASS staff to individual students with routine problems or questions. Describe the availability of the CASS staff to students, indicating the frequency of scheduled one-on-one meetings and the process in place for individual students to meet with members of the staff (e.g., by appointment, open-door).
- G Second: (in cases where a student's behavior is of serious concern or has led to their receiving a warning or being placed on formal probation) that which may require the college to arrange on-campus professional counseling for the student. Describe the availability of pro bono assistance from the campus counseling office. Include the name(s) and title(s) of one or more professional counselors on campus (or in the community) to whom the program can turn. Indicate the process which the college would use to arrange these services should the need arise and how translation would be handled, if necessary.
- G Third: counseling in which students are referred for the treatment of nervous or mental disorders. The Plan should indicate mental health services in the community to which the program would turn, including the availability of Spanish- and French-speaking professionals in the community or a description of how translation would be arranged.

C. Community Advisory Board

- G The Comprehensive Plan must indicate the names, job titles, and/or professions of individuals in your community (business, civic, church, government and/or other community leaders) who agree to serve on a community advisory board.
- G State the frequency of meetings and how your institution will involve these leaders, including any rules of governance.

The role of the community advisory board is to provide a resource for the CASS program on campus and act as a liaison between the institution's CASS program and the community. The advisory board

members may be of great help in identifying host families, mentors, internship sites, volunteer projects and other activities for personal and professional advancement for the CASS participants.

D. Campus-Wide Communication of CASS Program

- G State how you will inform the college faculty, staff, and the regular students enrolled at your college about the CASS program objectives and activities, and emphasize the personal commitment and obligation of each CASS student to return home at the end of training.
- G Show how will you maintain this communication during the two year cycle. (Examples might include newsletters, campus-wide e-mail, campus publications, president's convocations, etc.)

E. Possible Termination of CASS Scholarship

One final note on orienting the college administration pertains to something that hopefully never takes place on campus. But because it can, the College Coordinator needs to be prepared in case it does. The problem: possible termination of a CASS scholarship.

Although the vast majority of CASS students commit fully to the terms of their scholarships, from time to time it becomes apparent that some do not, and for various reasons it may be necessary to terminate a student's scholarship and send him or her back home. This is always a difficult situation which, even under the best of circumstances, proves challenging to the Coordinator, college staff, fellow students, as well as the CASS staff at Georgetown.

Circumstances may dictate that the student be escorted part or all of the way home to guarantee his or her return. Experience has shown that it is wise to know what this entails in advance of it ever happening. For this reason the Coordinator must meet with college administrators and campus security to determine what the institution can and cannot do policy-wise, both on campus and off, regarding the use of security in a situation requiring an escort. Likewise, it is important to know in advance what the institutional policy is regarding the withholding of transcripts and diplomas, etc.

- G The Comprehensive Plan must include a contingency plan for the termination of a scholarship and a student's enrollment that reflects institutional policy and the objectives of the CASS program.

XI. Budget and Budget Narrative

- G See Attachment C for Budget and Budget Narrative instructions.
- G If you have allocated funding travel in the Budget in order to participate in interviews or orientations, state who plans to travel, the purpose of the travel, how much is budgeted, and what benefits are anticipated by such travel.

XII. Resumes and Other Attachments

- G Include a brief resume for each of your key instructional (technical advisor) and administrative personnel, the CASS Coordinator, as well as any other information necessary to support your proposal.
- G CASS strives to ensure the well-being and safety of all participants. All participants are to be treated fairly and with respect, regardless of age, race, gender, disability, marital status, sexual orientation, national origin, religion, or any other basis prohibited by law. Include a copy of your college's Affirmative Action/Equal Access and Sexual Harassment policies.

The CASS Annual Meeting

CASS conducts an annual meeting for Country and College Coordinators **in April**. There are two purposes for the meeting. The first half is a general business meeting, involving all colleges and countries. The second half is for selection of the new cycle of students and alternates, in which only those colleges which will be hosting groups participate.

During selection, colleges review a minimum of two files for each scholarship. The country breakdown in each college's group is set in advance to ensure that the numbers of scholarships committed to each country are maintained and that the appropriate field of study priorities are met for each country. CASS also takes very seriously its commitment to ensuring that at least 50 percent of scholarships are awarded to women in each field of study. Within those constraints, however, institutions still have considerable control in determining the make up of their groups.

Because of the major differences in program objectives and design, NPSP students are **not** selected by the colleges, and the process is scheduled to take place at a different time altogether.

In-country Orientation Process

Immediately following the annual meeting, the Country Coordinators begin the process of informing the candidates of their status. First, letters are sent to those candidates who were not selected, and then the selected individuals receive telegrams inviting them to the Acceptance Ceremony and Orientation I, which is held between mid-May and mid-June. Acceptance is final pending the candidates' satisfactory completion of the orientations, passing the medical exam and obtaining a visa. To preserve the integrity of the process in the region, **colleges should refrain from releasing the names of selected students to any current CASS participants who may be on campus until after Orientation I has been completed.** In many cases, the students will have already undergone the medical examination prior to Orientation I, as it is in the interest of everyone to identify problems early. (In many cases, students can be diagnosed, treated over the summer and cleared to travel. Failing that, alternates can be selected and brought into the orientation process early.) The students also apply for passports at this time.

Simultaneously, CASS generates forms for each student, including the IAP66A (visa authorization) and PIO/P (financial authorization). These are forwarded to the Country Coordinators, who then convey them to USAID and consular officials.

Orientation I

Students receive an acceptance packet which contains the following materials related to their scholarship.

- ! An acceptance letter from the Director of CIED welcoming the student into the Program.
- ! An acceptance certificate noting the benefits and responsibilities of a CASS scholarship.
- ! A copy of *Your CASS Guide*, a booklet outlining the scope of the Program.
- ! A flier on dental hygiene encouraging students to take care of problems before coming to the United States.
- ! The Field of Study Fact Sheet provided by the College at the time of the annual meeting (referenced below under "Preparing for Student Arrival").
- ! Participants also complete a Housing Placement Questionnaire which is then forwarded to colleges for use in matching students with host families (see Attachment B).
- ! Letter to parents.

Please see samples of these documents which are in Attachment B under the heading "Orientation Materials."

Perhaps most importantly, the students sign a number of very important documents during Orientation I which will govern their time as CASS scholars. College staff are strongly encouraged to review all of these materials prior to student arrival in order to have a fuller understanding of the expectations and experiences which the students will be bringing to their time in the United States. (Please see samples of these documents which are in Attachment J under the heading "Documents Signed by the Students.") These are:

1. Code of Commitment. This document outlines the Program's rules and discipline policy. Multiple copies are signed in the presence of an attorney in a special ceremony. The College receives a copy of each student's form.
2. Financial Responsibility Statement. This form specifically commits the participant to returning home immediately following the end of the program. It further states that the participant is obligated to reimburse the Program up to the full cost of the training should s/he fail to return.
3. Academic Agreement. By signing this document, the participant agrees to pursue his or her designated field of study as a full time student. Changes in the agreed program of study can only be made with the written approval of CASS.
4. Waiver to Release Student Records. While recent changes to immigration law exempt J-1 students from protection under the Family Rights and Privacy Act, signing this form expressly grants permission for the release of student academic, personal, health and legal records to CASS.
5. Power of Attorney. This IRS form enables CASS to file required tax forms on the part of the students.
6. Medical Certificate Addendum. By signing this form, the participant acknowledges the fact that s/he may be held personally responsible for costs related to the treatment of undisclosed pre-existing medical conditions which are not covered by HAC.

7. Student Authorization and Liability Waiver. This form, signed by the participant, or if the student is under age 21, a parent or legal guardian, acknowledges the fact that the student will participate in the Program and will be covered under the HAC program. Additionally, it authorizes Program representatives to seek medical treatment for the participant as appropriate, and releases Program representatives from liability from loss, injury or death resulting from participation in the Program.

8. Conditions of Training Form. This official USAID document covers generic policies pertaining to J-1 scholars. This form is signed by such individuals as visiting faculty and Ph.D. candidates with families, in addition to participants such as those in CASS. Please note that there are a number of points on the form (obtaining approval to bring dependents into the U.S., obtain employment, and own or operate a car) which are superseded by CASS policies.

Between Orientations I and II, the students have two homework assignments. The first is to produce a "National Album," a task which normally results in a very impressive finished product, which they will bring to the United States. The second assignment is to establish a relationship with and spend several days volunteering for a community-based service organization in their community. They are to write an essay about this experience, and also maintain contact with the organization while in the United States.

Orientation II

This week-long intensive program, held in July, sets the stage for the students' time in the United States. During this week, the students go through a wide range of cross-cultural and group dynamics activities, as well as experiences and presentations designed to better equip them to understand and represent their own countries. Also, at Orientation II the students receive the Welcome Packet provided by the College, which gives them their first real taste of where they are headed.

Between Orientations II and III, the students again have homework assignments. Of most interest to the College is the assignment to visit two companies in the student's field of study and conduct informational interviews with supervisors or managers at each. The students are given forms on which to enter their findings. CASS strongly recommends that faculty on campus make use of this information. The second assignment for this period is for each student to write a letter to himself or herself. The letter sets forth feelings and expectations regarding the experience to come, and serves essentially as a goal setting exercise. These letters are held by CASS until the end of the students' first year, at which time they are mailed to colleges for use in goal setting for the second year. The letters provide a good starting point for the College's reentry program.

Orientation III

Orientation III takes place immediately prior to departure for the United States. The central focus of this time is on documentation and logistics.

Preparing for Student Arrival

Welcome Packets

- ✓ **By the end of May**, the College will need to have prepared and forwarded to CASS welcome packets for each of the new students.

Welcome packets are a very important part of the pre-arrival preparations, and they are distributed to students at Orientation II. They will help the College prepare the new CASS students for their experience in the United States. The welcome packet is the first significant contact for the new students with the College and the CASS program on campus. In order to facilitate this, a set of CASS guidelines for preparing these welcome packets have been included in this handbook. (Please see a sample of the guidelines for preparing the welcome packets which is found in Attachment C under the heading "Preparing for Student Arrival.")

Host Family Recruitment, Placement and Orientation

Host family placements are required for a minimum of 9 months at the beginning of the program and preferably for 12 months. Since it takes time to recruit, select, orient and arrange appropriate host family placements, CASS suggests that the College commence this process as early as possible. The purpose of the host family in CASS is (1) to assist the CASS student in the process of adapting to U.S. culture and learning English as a second language while achieving program and personal objectives; (2) to provide the CASS student with adequate room and board; and (3) to help the CASS student keep focused on his or her scholarship while in the United States.

The mission of CASS ultimately is for all CASS participants to return home as agents of change, as well-rounded, bi-cultural, and bilingual citizens who will make a difference in the lives of their families, their communities and countries. The host family plays a major role in the realization of this mission. Please note that CASS will not issue the first payment under the subagreement until the following have been submitted:

- ✓ A listing of all host family placements, with addresses and phone numbers
- ✓ Copies of two reference forms for each family
- ✓ Agreement in the comprehensive plan to conduct criminal background checks on each family, **or** a letter from the College (in format provided by CASS) agreeing to indemnify and hold harmless GU in this regard

(Please see *The Host Family Handbook: Guidelines for CASS Institutions* in Attachment C under the heading "Preparing for Student Arrival.")

Among the steps taken in recent years to strengthen the CASS approach to host families are the following:

- ! A standard host family application form. The guidelines include a sample form for consideration. The College may choose to adopt the CASS form as provided or to modify existing forms in such a way as to ensure that all key points on the CASS form are included in the college form. In any case, a complete application form must be on file at the college for each family prior to placement.
- ! The development of a sample form for conducting interviews and home visits of prospective host families. The completed interview and home visit form must be on file at the College.

- ! A requirement that each family provide two references, and that those references be checked by the College prior to placement of a student in the home. Payment of the first invoice will not be made until two completed reference forms for each host family are on file at CASS.
- ! A requirement that each student complete an exit questionnaire and interview within two weeks of moving out of the host family. Although no set form has been developed for this, the obvious key question is: "Should this family host future CASS students?"
- ! No student shall be permitted to begin residing with the host family until the background check of that family has been completed, the results reported in writing to the CASS office at Georgetown University, and, where required, GU's approval obtained. If the College fails to comply with this provision, such non-compliance shall be deemed to constitute "negligence" by the College for purposes of Article 7 of the Subagreement between the College and Georgetown University pursuant to which the student is being trained.

The College will be asked to provide CASS with detailed information on the host family placement program covering the first nine months to a year of the students' experience as well as plans to facilitate the students' move to alternative living. This information should include:

1. Recruitment and Selection. The approach the College will take to recruiting and selecting host families, including any instruments such as interview guidelines and/or questionnaires which will be used in this process. (Please see a sample of the Housing Placement Questionnaire, filled out by the students in country, which is found in Attachment C under the heading "Preparing for Student Arrival.") **CASS staff at the College must review the guidelines beforehand.** Bear in mind that CASS considers the placement of one student per host family to be ideal. In cases where two students are placed in the same family, every effort should be made to avoid placing two Spanish-speaking students together as this negatively impacts English language acquisition.

2. Host Family Orientation. Having an inclusive, in-depth orientation for host families will have an immensely positive impact on the CASS program at the College. It is essential that the families who host CASS students be well-informed about all aspects of CASS before the students arrive in their home. This knowledge will assist the families in dealing with particular situations that arise with the students in an effective manner.

CASS asks that the orientation include the following topics: (1) CASS Mission and Objectives, including an in depth discussion of the profile of the CASS students, i.e., economically disadvantaged; (2) the difference between the regulations of USAID, CASS and the College, more specifically the two-year residency requirement and the Code of Commitment; (3) the academic program, including policy on electives; and (4) student finances.

The orientation should describe in detail the rules and regulations that the students must abide by, and also the ramifications of not following these rules. A list of actions that result in immediate termination should be provided. In addition, it is important to discuss the use of CASS behavioral probation, including some example situations, and a review of the relationship between the College Coordinator and Program Officer.

Finally, there should be a review of warning signs for students who may not be adapting well to the new environment, such as isolation and unusually high phone bills. The steps that the host family should take in these situations should be reviewed, starting with contacting the College Coordinator. The College Coordinator will advise the host family on how to proceed.

Building and Maintaining Campus-wide Support

An essential condition of success is the building and cultivation of campus-wide support for the CASS program and students. Without this critical support and commitment, the CASS goals could not be accomplished and the students would not be able to develop their potential as expected of CASS scholars. All levels of administration, academics and staff (president, vice-presidents, deans, department directors, faculty, advisors, counselors, tutors, staff, college boards and others) -- need to be involved in this process in order for the College to be able to provide strong and consistent support to the CASS students and accomplish the Program goals on their campus. Once the campus-wide support is established, it needs to be actively maintained.

Orienting and Involving the College Administration, Faculty and Staff

Effective and continuous communication between the CASS staff and the campus faculty, staff and administration is essential. Prior to the students' arrival, the College Coordinator and staff need to provide the campus community with information about the goals of the Program, its philosophy and policies, as well as the students and their countries. This needs to be a separate orientation from the host family orientation programs.

When the new participants arrive on campus, it will be critical to facilitate opportunities through which the college administration, faculty and staff become acquainted with the CASS students and are encouraged to continue their involvement in program activities throughout the two years. This will help the students feel accepted and welcomed to the campus and set a positive tone for their U.S. experience from the start. In this way, the campus community will not only know who the CASS students are and why they are here, but they will also be equipped to provide a positive environment and offer the necessary encouragement for the students' personal, professional and leadership development. Furthermore, these steps will assist the CASS staff in supporting the CASS goals, particularly, with respect to the need for CASS students to return to their countries upon completion of their two-year program.

In summary, whole-campus support requires the following:

- ! Institution needs to have initial and on-going commitment.
- ! Individuals in all areas on campus need to receive information about the Program and the students prior to their arrival and be introduced to them early upon their arrival on campus.
- ! Individuals in all areas on campus (administration, staff, faculty and students) need to receive periodic information on CASS and its student activities, events, and happenings through bulletins, notices about CASS updates, and the distribution of a monthly calendar of CASS events, which should be sent to all individuals either via e-mail or through regular campus mail.
- ! Individuals in all areas on campus should be encouraged to become involved with the CASS students in various ways, such as (1) invitations to attend or become involved in CASS student activities and celebrations (cultural presentations, graduation ceremonies, etc.); (2) invitation to participate in meetings which provide updates on CASS news, country information etc.; (3) invitation to various members of the campus community to become mentors to the CASS students; and (4) invitation to various members of the campus community to become advisors to CASS students for specific field of study, volunteer and/or research projects.

The CASS Subagreement Between Georgetown University and the College

In the spring, the CASS Grants and Contracts Officer mails two copies of the subagreement to the College. Both copies of the subagreement must be signed and returned to CASS. They will then be signed at GU pending approval by GU and receipt of all required documents, and one copy will be returned to the College. The subagreement includes a number of attachments, two of which must also be signed and returned to CASS. These are Attachment E (certifying that the College has not been barred from receiving federal contracts) and H (certifying the College's understanding that federal funds may not be used for lobbying). **The goal of all of the above is to have a fully executed subagreement on file at CASS and the college prior to student arrival, in early August.**

These documents, along with the complete approved comprehensive plan, the budget, and the budget narrative comprise the final subagreement between GU and the College. We urge the College Coordinator to keep a copy of the current subagreement with relevant attachments in this handbook in Attachment K under the heading "College's Subagreement." While the subagreement will not be signed and executed at CASS until the comprehensive plan, budget, and budget narrative have been approved, to expedite this process it is in the College's best interest to send to CASS the following documents at least one month before students arrive.

- ✓ Both signed copies of the subagreement
- ✓ Signed copies of Attachments E and H
- ✓ A copy of the most recent college audit report
- ✓ A copy of the most recent college catalog

Financial Reporting

Specific instructions regarding budgeting, invoices and filing cost analysis reports are also included in Attachment D of the subagreement. Worth noting here is the fact that CASS is a reimbursement program. This means that while the College can invoice CASS in advance, payment is not issued until a report of actual costs (the Cost Analysis Report) is received, documenting actual expenditures for the quarter. Furthermore, note that although students typically arrive in the U.S. in the middle of August, the College can invoice CASS for the entire month of August, since the subagreement goes into effect on August 1st. This provides an opportunity for the College to include some start-up costs. By the same token, the College may not invoice CASS for training beyond the end of the subagreement on July 31st, regardless of whether students complete the program in early August.

Submission of College Reports

In addition to financial reporting, the College is required to submit two other types of reports. The Quarterly Activity Reports (QAR) provide Program Officers with regular formal updates on programmatic matters, and Grade Reports and Class Schedules for each student, keep the Program Officer informed on individual academic issues. The Grade Reports and Class Schedules must be submitted for each student at the end of each academic term, quarter or semester. (Please see samples of a QAR form which found in Attachment G under the heading "Closeout Issues.")

In order to provide an efficient and orderly tracking system, **send all college reports directly to:**

CASS Report Office
CIED/Georgetown University
CASS U.S. Operations
P.O. Box 579400
Washington, DC 20057-9400

For express delivery, mail them to:

3307 M Street, NW
Suite 302
Washington, DC, 20007

The College's finance office and any other appropriate department must be informed of this process. All reports are due for submission to CASS within one month after the end of the respective period in question. Reports which are overdue to GU can result in the delay of payment to the institution. Please refer to the subagreement for details.

Student Arrival

In early July, the College will be asked to designate a travel representative to serve as the contact with CASS regarding the students' arrival in the United States. Typically, students arrive in the U.S. in the **middle of August** on two consecutive days. All students from a particular college arrive on the same day. Customarily, a number of colleges are asked to send, at CASS' expense, a representative to Miami to participate in receiving the students. These individuals then accompany their group of students back to the campus and often accompany other groups to airports en route (such as Dallas and Chicago) to ensure smooth connections.

The College assumes full responsibility for the new group of students upon their arrival at the local airport. Often, the host families meet the students at the airport and take them home, although some colleges prefer to arrange other housing for the first night, and others conduct several days of orientation before the host family placements begin. This decision is at the discretion of the College, but the approach should be made clear to the students in the welcome packets so that they know what to expect.

Health and Accident Coverage

By August 1st, the College will have received a health insurance number for each of the incoming students. The Health and Accident Coverage (HAC) program is managed by USAID for all CASS students while in training in the United States. USAID designates an insurance provider as the contractor responsible for receiving and reviewing all claims and issuing checks in payment for those claims covered by HAC. (Please see the HAC Brochure in the Handbook Pocket.)

Students must undergo and pass a standardized medical examination with a USAID approved physician in their countries prior to approval for travel to the United States. Prior to the issuance of the HAC card, the USAID missions in the respective countries confirm by cable that favorable results of the medical exam are on file in their offices. This confirmation process takes from one to three months depending on the applicant's medical condition. If there are concerns regarding the health condition of an applicant, this

will delay the process of enrollment. Copies of the medical examination forms and the approval cables are maintained at CASS and provided to the College. It is possible for USAID to approve travel for a participant while waiving coverage for a specific medical condition. However, **it is CASS policy not to accept students into the program with medical waivers.**

All CASS students must be enrolled in the HAC program prior to the departure from their countries. An identification number will be given to each student while the cards are being processed. Later on an identification card with the person's name, coverage dates and control number will be given to the CASS students. The HAC coverage is in effect from the day of the students' arrival through the official date of their departure from the United States.

If students need to see a doctor before the HAC card arrives, they must use the HAC number sent to participating institutions by CASS before the students' arrival. Be advised that CASS students are recruited from socio-economically disadvantaged areas where health facilities are practically non-existent or of minimal standards. This is particularly true of rural areas of Haiti, El Salvador, Nicaragua, and Guatemala where war-ravaged economies, or decades of neglect, have left a very weak infrastructure. Although CASS instructs all prospective students to get their eyes examined and to take care of dental or medical problems (identified in the required medical examination) before they come to the U.S., it is unrealistic to expect that students who come from families with low incomes will be able to do so. Where possible, CASS will do all that it can to address certain dental or medical concerns in country prior to students' departure. Still, you will discover that some students will need eye, dental, and medical care after their arrival on your campus. Note however that the present HAC policy mandated by USAID provides **no** coverage for vision care and **extremely limited** coverage for dental care. Students faced with vision or serious dental problems while in the U.S. will be faced with paying services out of their own pocket or postponing care until they return home. For more information on current HAC coverage please see attachment H. Please recognize that this is a reality of the Program. Furthermore, know in advance that you or your staff may be faced with spending uncompensated time taking students to doctors and dentists.

Student Documents

During the initial on-campus orientation, three important steps must be taken regarding student documentation. The first relates to travel documents. The College must make clean, legible photocopies of the following documents and forward them to CASS:

- ✓ The appropriate pages from each student's passport showing his or her photograph and the dates of expiration of the passport, as well as the page showing the student's U.S. visa.
- ✓ The I-94 Card (both sides)
- ✓ The pink copy of the form IAP 66A

Please verify whether any of your students has a blue or green copy of the IAP/66A Form attached to the pink copy. If so, detach the blue or green copy and include it with the copies of the documents listed above.

The College Coordinator should also keep a copy of each of these documents in the students' files in the CASS office.

Please note: If you have a policy of holding original student documents in your office for safekeeping, be certain it is clear to the students that the surrender of such documents is a voluntary act on their part. **Students assume complete and sole responsibility for any immigration documents they decide to keep in their possession during their scholarship, including any fees required for their replacement.** Inform them also that, provided they carry with them some other form of proper identification,

such as a student ID card, they will not need to carry their passports with them while in the U.S. Note that you are within your right to collect and hold passports from time to time for the purpose of verifying specific information (such as complete name, home address, and visa number), for example, to compare with airline tickets or to apply for social security numbers, or state ID cards, etc.

Second, you will need to prepare an alphabetical listing of your students, together with the name, address, and telephone number of their host families. Later on, just as soon as they become available, please send us a listing of your students' e-mail addresses. We will list these on our homepage at CIED. Should a student change his or her address afterward, please remember to inform us of this change.

The third step relates to student taxes. Because these scholarships are considered income to the participants, the IRS requires that each participant have an **Individual Tax Identification Number** (ITIN) to use in filing tax information. Participants obtain these numbers by completing the "Application for IRS Individual Taxpayer Identification Number" (Form W-7). Please see the Internet address http://www.irs.ustreas.gov/prod/forms_pubs/forms.html for a copy of the form. CASS recommends that, during the initial on-campus orientation, the College assist the students in completing the forms, and that the College Coordinator submit the batch as a whole to the IRS. (Please see further information on taxes and what is expected of the College and students in the attachment section of the subagreement, which is found in Attachment K under the heading "College's Subagreement.")

- ✓ A copy of the students' ITIN letters (with the number) from IRS must be forwarded to CASS as soon as the College receives them, preferably no later than October 30.

The First Year of the CASS Program

The central focus of the students' first year in the U.S. is on adjusting to life on campus, in the community and with their host families. In addition to cultural adjustment issues, topics included on the calendar of projected activities should focus on team building and group integration, community service, local, state, and national decision-making processes, Internet training and, as is stressed elsewhere, sexual responsibility.

Ongoing Student Orientation

In addition to the civic responsibility component, it is worth noting here that increasing CASS student involvement in decision-making, planning and implementation of their own activities is critical to the success of the Program. A very successful approach employed by several campuses involves a student committee responsible for working with the CASS staff to set the agenda of these weekly group meetings and preparing and distributing the minutes. This helps increase the students' participation and interest in the meetings and helps address specific issues or concerns when they become relevant to the students. Techniques such as role playing culturally confusing situations or host family problems have proven to be very useful. The College may provide the group with a list of topics from which they may choose that are relevant to them.

Ongoing Host Family Orientation

In addition to the host family initial orientation, the College should also make sure to make plans for monthly ongoing orientation and communication with the host families. Many institutions have found that potluck dinners with families are a very effective way to maintain communication and provide support to the families.

Evaluations

Each CASS student will complete two questionnaires over the course of the two-year program. The evaluation forms (six-month and twenty-month) are accessible via the CASS website. The results of each questionnaire are compiled in a summary form which is shared with the College. The information is used by CASS as one measure of both the College's and the individual's performance and to provide feedback to the college about the students' comments. (For sample Evaluation Forms please see attachment D.)

Professional Associations

CASS expects all students to join and participate actively in professional associations and/or in campus clubs related to the field of study. Ideally, this would begin during the first year of the program, but by the beginning of the second year these affiliations must be in place. These relationships have proven to be very exciting and productive, leading to such arrangements as job shadowing and other practical experiences, as well as professional linkages in the U.S. and in the students' home countries. (Information on specific professional associations is available through the Program Officer. Please see a list of professional associations of which students have been members which is found in Attachment I under the heading "Contact Lists.")

The Second Year of the Program

The central focus of the students' second year in the U.S. is on ensuring that students return to their countries equipped to reenter their communities as productive members of the work force. The move from host families to apartments or dorms, participation in regional leadership conferences, membership in professional associations and relevant internship experiences, and taking part in a series of well-focused reentry seminars and workshops are all vital pieces of this process.

Alternative Living

Following the initial period (nine months to one year) with host families, CASS expects the students to experience alternative living situations either in on-campus dormitories or, preferably, off-campus apartments. Alternative living does not include a continuation with the host family and paying rent. The rationale for alternative living is to enable students to develop the personal management skills they will need to live on their own in their home countries and to provide them with the opportunity to experience life in the U.S. as typical college students to as great an extent as possible.

The College Coordinator will need to make preparations for this transition well in advance of the actual move, especially if it entails a move to apartment living. Although CASS recommends that the College involve the students in this process as much as possible -- it can serve as an excellent learning

experience -- the College Coordinator will need to take some preliminary steps long before actually involving them.

For instance, the College Coordinator (or housing staff) should personally know the housing options in the community. Speak with a real estate agent who knows the neighborhoods and the landlords and can help the College and the students in locating apartments which are suitable, that is, convenient to the college or public transportation, reasonable in price, secure, and provide acceptable living standards. Terms of leases, deposits, and utilities should be discussed before the budget is set. Also, this is the time to establish program policies on these matters and rules of behavior.

When the College is satisfied with these arrangements, CASS recommends the appointment of a student committee to investigate actively these same concerns (preferably with the same real estate agent) and to report back to the group as a whole. The committee can assist the others in the transition and help in responding to their questions as the date approaches. Some of this will apply as well if the students are moving to on-campus dormitories.

In most if not all cases students will need furnishings such as beds, linens, tables and chairs, pots and pans, etc. Students must understand **in advance** that they may have to pay out of their monthly allowance for these items and for required deposits. They will need to understand the importance of setting aside savings for these expenses so that they are prepared to meet them when the time comes for the move. Some colleges have offered to withhold a certain agreed upon figure from each monthly allowance check so that money is available when this move occurs.

Previous groups have been successful in securing some furnishings at garage or yard sales, second-hand stores, and elsewhere. Host families are sometimes willing to **lend** the students basic furnishings for this period. Upon leaving and returning to their countries, students can pass items on to their successors in CASS. Students often come up with ingenious ways of meeting their needs when pushed to do so and when they pool their resources.

Students get anxious about moving to apartments soon after their arrival in the United States. Much of their anxiety can be alleviated through a series of practical workshops before the move (some in the fall, some in the spring) on topics such as budgeting and transportation, deposits for utilities, use of the telephone, grocery shopping, and guidance in matters such as leases and dealing with landlords. Host parents can help to ease this anxiety during the students' home stay by teaching them about basic living skills -- cooking, clean-up, shopping for bargains, etc. -- that will prepare them for the anticipated step toward the more independent lifestyle of apartment living. All of this will contribute to the students' understanding of the responsibilities and implications of moving, especially the matter of budgeting, which is a major problem for some of them. Finally, CASS recommends that Spanish- and French-speaking students be encouraged to choose roommates with whom they will continue to practice their English. Left to their own devices, the students tend to form cliques.

The College shall continue to monitor the students' alternative living arrangements, both to ensure that they are safe and financially viable, and that they comply with CASS policies for student conduct. For example, CASS students may not live with members of the opposite sex, and they are expected to reside in the apartment or room for which the Program is paying. These matters and others, such as the usual conflicts and adjustments to apartment living, should be addressed from time to time at the students' weekly CASS meetings.

When the move takes place, remember that the College must provide CASS with a list of the students' names, their new addresses and telephone numbers. Remember also to inform CASS of changes (to other alternative living arrangements) as they occur.

Perhaps one other important discussion should take place with the students once they are comfortably settled in. This should focus on the relationship between the new independence they have gained and the personal responsibility that comes with it. Further, most will choose to live with a fellow CASS roommate, or maybe several. Others will choose to live with non-CASS students whom they have befriended. Friendships that developed over the first nine or 12 months can shatter in a hurry when they have not discussed openly and frankly matters such as who will be responsible for paying the rent and utilities (on time), who will do the cooking, clean up, care for the bathroom, laundry, etc. A few moments of open group discussion on these matters early on can save the College Coordinator considerable grief after the excitement of the move has worn off and relationships have grown stale.

Still another important topic of discussion might be the conditions governing the refund of any deposits, be it for apartment or utilities. Students need to know what is expected (condition of apartment, cleanliness, repairs, outstanding balances, etc.) prior to checking out.

Finally, the College might want to consider the idea of including a landlord, property manager or real estate agent on the advisory board. Many hands (and eyes) make light work.

The Reentry Process in the U.S.

In some ways, the entire CASS Program is about reentry. Preparing the students to return home successfully and become productive members of society is the most important responsibility of everyone involved with CASS. (Please refer to: *CASS Reentry Program: A Handbook for College Coordinators*.) The key concept is that of change agents, which was defined by USAID and Aguirre International as:

Individuals who have the capacity and motivation to initiate -- or effectively support -- sustainable development through their own actions and by their influence on the actions of others.

Trainees should be prepared to:

- ! Apply their training in the work place, even against obstacles;
- ! Share their training with co-workers;
- ! Formulate and initiate improved procedures in the work place;
- ! Be willing to take their training beyond the single place where they are employed to new venues, such as the support of the community or volunteer organizations; and
- ! Participate as citizens in the democratic process of their countries.

The reentry process in the U.S. is divided into two phases. **Phase I** covers the first half of the students' last year in the U.S. (October-December), and **Phase II** covers January through departure. Each phase involves several reentry activities (see the discussion of Reentry in the Comprehensive Plan Guidelines section, above).

In August, at the beginning of the second year, CASS will forward to the College the "letter to self" written during the pre-departure orientation (see attachment F). This event marks the beginning of the students' preparation for reentry. The purpose of these letters is not only to remind the students of the expectations and objectives they had for their two-year stay in the U.S. but also their goals for when they return to their countries. Complementary to these letters is goal setting which should also start at the beginning of Phase I and continue throughout Phase II. Goalsetting is a very important part of reentry in that it helps the students to keep focused on their program (on why they are here) during the last year and on

returning home. Setting reasonable goals for their last year in the U.S. (Phase I) gives them direction. Setting goals for their return (Phase II) gives them a purpose and a means to look forward to something concrete. In both cases, goal setting helps to alleviate students' common reentry anxiety and doubts. To facilitate this process CASS has designed a goal setting worksheet for both Phases. (Please refer to these worksheets and instructions which are found in Attachment F under the heading "Preparing for Reentry.")

Based on the outcomes of the students' goal setting in Phase I, the College Coordinator should consider possible revisions to the reentry seminars planned for Phase II.

- ✓ Any changes to the College's original reentry plan should be submitted to CASS **at the beginning of January.**

The Program Officer will review the final plan with the College to ensure that it is complete and appropriate and provide the college with the most current information from the Country Coordinators about what students can expect when they return. S/he will also be discussing with the College strategies for working with any individual students who might be at risk of not returning.

Phase II, in addition to the ongoing goal setting process, is dedicated to implementation of the reentry seminars and development of student credential files. The students should start working on their credential files by the end of January. (Please see a sample of the Reentry Packet which is found in Attachment F under the heading "Preparing for Reentry.")

During the final months of Phase II, ideally coinciding with the internship, the College should plan a series of workshops focusing more in-depth on the concept of "change agents," and integrating the various components of the two-year training program the students have received. Topics would include, in addition to the usual reentry work (with its focus on cultural and employment concerns), international development issues, environmental issues, gender issues, and entrepreneurship, group dynamics and, encompassing all of this, leadership. During this period (preferably after internships), the students should also do a final review of their goal setting for in-country.

Regional Re-entry Conferences

As discussed above under the Comprehensive Plan Guidelines, CASS institutions are encouraged to budget for **second-year students** to participate in regional re-entry conferences. These conferences have been held at central locations in the northeast, southeast, midwest, and west, including Madison, Wisconsin; St. Simon's Island, Georgia; Jacksonville, Florida; Hesston, Kansas; Santa Rosa, California; and the Poconos of Pennsylvania. The length, format, size, organization, site and dynamics are left to the College and students to determine **as long as the focus is on re-entry**. Both college staff members and CASS students have reported that these events play a key role in the students' process of refocusing their energies on preparing to return home.

Credential Files

In February, of the second year CASS will send the College Coordinator a reminder to begin preparing the credential files (see attachment F for credential file samples). A vital part of preparing students for success upon their return home is providing them with credential files. These files include two copies, in the student's native language, of a capability statement, course descriptions, a professional résumé, and a cover letter to the Country Coordinator about employment goals. Students are expected to travel home with a complete file, with the diploma and final transcripts to be added when they become available. Additionally, CASS forwards a copy of the file to each Country Coordinator in advance of the students' return

so that they can begin promoting the capabilities which the returning students will have to offer to the workplace in their countries.

- ✓ Credential files for each student are due at CASS **by mid-April of the second year.**

Internships and Cooperative Education

Internships in the field of study area are an essential part of the training program. They provide students with opportunities for practical application of their skills, the enhancement of their employability and a firsthand look at the U.S. professional environment. While the college should identify potential sites for internships, many institutions have found that the process of finalizing arrangements for internships goes best for all when the students play a considerable role in choosing their internships. For example, interviewing for an internship provides excellent experience for finding a job.

Colleges offering some fields of study, particularly those in the areas of heavy industry or manufacturing, have experienced difficulty finding sites which are willing to have unpaid interns because of concerns about liability and worker's compensation. The students' health insurance fully covers them for accidents which might occur during an authorized internship experience. However, this fact is frequently not enough to satisfy the concerns. This is an issue which requires advanced planning and negotiations. The Program Officer may be able to offer additional suggestions if finding satisfactory internships is problematic for this reason.

When internships are finalized for your students please enter the information on the Internship Data Form. (See attachment F for a sample of the Internship Data Form.)

- ✓ The Internship Data Forms are due **by July 1st**

USAID regulations state that students enrolled in an internship may not receive compensation in addition to program allowances. Should an employer insist on compensating a CASS intern, his or her allowances must be reduced by the amount of the earned compensation. However, the College Coordinator must contact CASS for approval **before** implementation.

Preparing for the Return of Students

Setting the Departure Date

The first step in preparing for the end of a cycle of students is identifying the departure date. This information will typically be requested in October for students departing in the summer in order to enable the CIED travel office to obtain the lowest possible fares. In the interest of minimizing the amount of "down time" at the end of the program, colleges are asked to select a date which will have the students on their way home within 48 to 72 hours of the actual end of the training program. This allows time for good-byes and packing but not personal travel, which is prohibited under USAID regulations after the training has ended. Staying extra days in order to participate in graduation ceremonies is strongly discouraged. Rather, students should go through ceremonies at the end of the spring semester (even if it means simply a "walk-through" exercise).

CASS strongly encourages the College to arrange for **all** students to be fully enrolled up to the point when the entire group will depart. It is not unusual for a small number of individual students to have fully completed all degree requirements, including the internship, ahead of the rest of their group. In such cases, while CASS will consider the possibility of allowing individuals to return home early, second internships or other elective courses are preferable.

While typical subagreements in CASS end on July 31, the Program recognizes that some programs of study will not end until as late as mid-August. This is allowed under the subagreement, with the understanding that the College may invoice CASS for the full month of August two years earlier even though students do not usually arrive until the middle of that month. At the same time, however, the College is encouraged to end its program and have students on the plane by July 31 to avoid, where possible, the need to extend health insurance coverage.

- ✓ The College must provide CASS with the program end date and the student departure date **by October 15 of the second year.**

Shipping Allowance

In early June, the College Coordinator is to prepare a check to cover shipping allowances for the students. CASS provides each departing student with \$25.00 towards the cost of shipping their books and supplies home. Admittedly, this is a token amount, as most students spend far more than this. Beginning with Cycle 99, the College Coordinator shall prepare individual checks for the students from budgeted funds. All of the students should be encouraged to ship belongings ahead of their departure, as paying for excess baggage is by far the most expensive way of getting their possessions home.

Preparing Students for Departure

A saying within CASS is that "students often pack their brains several weeks before they pack their bags." The College can expect a certain amount of erratic behavior from the students in the final few weeks of the program. One thing the students should not be worrying about is their itineraries for the trip home. CASS will make all travel arrangements for students' return home. Individual students may not make their own travel plans.

Generally speaking, the busier the students are at this time, the better things will go (which is why every effort is made to arrange departure dates within 72 hours of the end of the term). In the final weeks, students should be guided in the process of closing out accounts and moving out of apartments. Often colleges arrange for students to spend the final few days of the program with their former host families to facilitate this process and enable them to receive their apartment deposits.

Students' Mail

It is the students' responsibility and moral obligation to ensure that they do not leave behind any unpaid bills. This includes CD and book clubs, credit cards and telephones. CASS will **not** forward student mail or pay their final bills. It is the students' responsibility to arrange for their mail to be sent on to their permanent addresses. Student mail received by the College after the students depart can either be marked "return to sender," or, at the College's discretion, re-mailed to the student's permanent address. The Post Office does not forward mail internationally.

Closeout Issues

Grade Reports, Class Schedules and Quarterly Activity Reports

Once grades have been entered, the forms should be sent to CASS immediately, along with the Quarterly Activity Report documenting events through departure for the cycle.

- ✓ Both types of forms are required for the final quarter, even if students depart in mid-July, only a few weeks into the quarter. (Please see a sample of a QAR form which is found in Attachment G under the heading "Closeout Issues.")

Degree Confirmation

In order to close out students' paperwork with USAID (which must be done within 30 days following departure) CASS must have official, written confirmation of the students' final academic status. Shortly before the end of the training period, CASS will send the College Coordinator a form on which s/he will need to formally indicate the degree or certificate actually earned by each student. Obviously, s/he will not be able to complete this form until **immediately after all grades have been reported** for the summer. However, it is critically important that this information be both accurate and submitted to CASS in a timely manner.

- ✓ The degree confirmation form **must** be received within 30 days following the students' departure.

Handling Academic Documents

In order for degrees and credits earned in the U.S. to be considered valid in many CASS countries, it is necessary for the diplomas to be authenticated by the appropriate foreign embassy in the United States. In the past, CASS has required the College to notarize true copies of diplomas and have them authenticated at the state level before forwarding them to CASS (where they were authenticated by the U.S. State Department and then the embassies).

Now, however, this process is handled entirely by GU through various offices in the District of Columbia. The College should simply forward diplomas to CASS as soon as they become available.

- ✓ The original diploma and an official transcript must be forwarded to CASS when they are available.

CASS will assume full responsibility for all steps of the authentication process from that point and will forward original documents to the students immediately through the Country Coordinators and authenticated photocopies when that process is completed.

Final Payment

Even though the College can invoice CASS at the beginning of a quarter, payment is not issued until the Cost Analysis Report is received indicating actual expenditures at the end of the quarter. In the case of the final payment, this typically is for the month of July, as most CASS contracts run from August 1 to July

31. The final payment will not be issued until all reporting required under the subagreement has been completed.

Official Closeout

When the final payment has been issued, the CIED Finance Office notifies the Grants and Contracts Administrator, who prepares and sends a closeout letter officially notifying the College that all obligations of both parties under the subagreement have been completed. The letter indicates that any disputes must be received in writing within 30 days. Assuming there are no disputes, the file is closed.

Relationships with Former Students

CASS encourages the College to maintain communication with former participants. This is, after all, one of the main objectives of the program, "to establish and maintain lasting links of friendship and understanding between the countries of Central America and the Caribbean and the United States." The College should treat CASS graduates as it treats any other alumni. Host parents, professionals, college faculty and staff who have befriended CASS students, too, will want to stay in touch with them over the years and, in some cases, even to travel to their countries to visit with them in their homes when invited.

The one caveat of which participating institutions should be aware is the following, taken from the Statement of Work: "In keeping with the goals of the CASS program, [colleges] agree not to **aid** the return to the U.S. of any former CASS student for the purpose of study by the issuance of financial aid or an I-20; and agree not to involve any former CASS student in any part of an ongoing CASS program." This is consistent with the student's J-1 visa and the Program's mission. Students are expected to work toward the future development of their countries. They do this best back home, living and working with their fellow country men and women. To recruit and enroll, or to employ them at an institution sends a message to the participants that this mission is not important. CASS scholars who see former CASS participants who have not returned home or who have come back to live in the area cannot help but be influenced by such negative examples and wish to remain in the U.S. as well.

Although CASS's participant return rate is exceptionally high, from time to time a scholar will lose focus and choose to remain in or return to the U.S., settling in or around the area of the institution where s/he studied. This can be extremely destructive to the Program, especially when the individual attempts to make contact with current CASS students.

Perhaps the best thing one can do is to attempt to minimize the impact of such individuals. This can be achieved to the degree that the college staff has educated its various clients regarding the goals and mission of the Program. The more people know about CASS -- and the scholars' personal commitment to the development of their own countries -- the more they are likely to support the Program and shun such contacts or, at the least, not to encourage or try to "help" students who have returned to the United States. Faculty, host parents and CASS participants must realize the potential liability that continued contact could have for the Program. Certainly ex-CASS participants should never be invited to CASS activities, official or unofficial.

College staff would, of course, be within their rights to contact the INS regarding individuals who are known to be residing in the U.S. illegally. Former CASS students who have not met the two-year home country residence requirement would only be legally in the U.S. on tourist or student visas. There may be individuals in the U.S. who have not fulfilled their two-year residency requirement but who have filed an

application for a waiver and are waiting for the government's decision. CASS is consulted on all waiver requests, and the Program has consistently opposed the granting of waivers to former CASS students.

PROCEDURES ON SPECIAL STUDENT CASES

Preface

CASS strives to achieve a success rate of 100 percent with every cycle of scholars. This means that all scholars complete their training objective, return to their respective countries and find gainful employment. This requires that the College Coordinators and their staff work closely with every student to encourage and support them and to provide them with the best assistance possible to overcome the cultural, language and other adjustment difficulties during their training experience in the United States.

When students make mistakes and show lack of good judgement, the goal in most cases is to help them overcome such situations and learn from their experiences. CASS expects that these "teachable moments" will help scholars to grow, mature and improve their behavior and attitude before an inappropriate action on their part becomes "the last straw," which may result in the termination of their scholarship. The College and GU, together with the Country Coordinators all need to be informed promptly and to work together closely to address student concerns and any type of issues that may come up.

This section, which is designed to facilitate the management of special student cases, provides guidance and direction and describes specific steps to assist CASS and the colleges in the process of helping students complete their program and accomplish their CASS objectives: to be *responsible, educated, multi-cultural, professional* and *committed* individuals. It is intended to assist everyone in achieving the goal of a 100 percent success rate.

Policy for Management of Special At-risk Student Situations

Crisis Prevention

CASS seeks to prevent the escalation of student crises by implementing a means for early identification of CASS students who demonstrate at-risk behavior. In this effort, the College is obligated to investigate all rumors and allegations of at-risk behaviors and must inform Program Officers of these behaviors.

CASS defines "at-risk behavior" as that which demonstrates a loss of focus or commitment to the CASS goals and mission. This may include but is not limited to:

- ! infractions of the Code of Commitment, college rules and/or state and federal laws;
- ! actions that indicate an intent to prolong one's stay in the U.S. (e.g. requesting transcripts, applying to four-year institutions, looking for a job, talk of engagement or possible marriage, serious involvement with former program non-returnees, running for student government for the following year, etc.);

- ! disengagement or isolation from group activities (e.g., not attending classes and missing program meetings or functions, etc.);
- ! academic problems based on a demonstrated lack of motivation for improvement;
- ! emotional and/or psychological problems such as depression, violent behavior, substance abuse, etc.; and
- ! failure to adjust to host family and/or independent living.

Please note: If the College observes any student displaying any of the above behaviors it must substantiate (prove or disprove) and document the behavior as well as inform the Program Officer within one week.

Procedural Guidelines

When a student has demonstrated one or more of the behaviors listed above, the following steps should be implemented under the guidance of the Program Officer. (Please see section "Guidelines for the College in Managing Special Student Cases.")

Discipline Action: Coordinator/Student Meeting and Oral Warning

The College Coordinator first will arrange to meet with the student to discuss the behavior that has been identified. This meeting will also serve as a forum for discussion of other problems, issues and/or special circumstances which may be related.

After a review of the problem, the College Coordinator shall counsel the student on the specific behaviors that require modification and together the two shall develop concrete, measurable goals and a time frame by which to monitor the student's progress. The College Coordinator shall record the incident for future reference.

Discipline Action: Written Warning

If the student demonstrates little or no progress toward the goals cited in the earlier warning, that is, the behavior continues unchanged, the College Coordinator shall arrange to meet with the student a second time to discuss the behavior. The College Coordinator shall then issue a written warning to the student following a format provided by CASS. A written warning will cite the violation or offense, the desired positive behavior, time frame, etc., and will be filed with CASS.

The Program Officer will recommend professional counseling of the 'second type' (discussed in the Comprehensive Plan section of this handbook), if appropriate, by someone who is not part of the CASS staff. If the student declines counseling, he or she must sign a written statement to this effect.

A written warning is cause for inclusion of the student's behavior in the next Student Cases Report and will be shared immediately with the Regional Coordinator for advisement and assistance, including a letter or call from the Country Coordinator if needed.

Discipline Action: Probation Letter

If, after the time specified in the written warning the student still shows little or no improvement, the College Coordinator shall arrange to meet with the student and issue a formal letter of probation following

a format provided by CASS. This document informs the student that s/he is on behavioral probation and that the inability or unwillingness to modify the negative behaviors to achieve the identified positive behaviors may result in termination. The College Coordinator forwards all documentation to Program Officer for notification and concurrence.

The Program Officer will recommend professional counseling of the 'second type' (discussed in the Comprehensive Plan section of this handbook), if appropriate, by someone who is not part of the CASS staff. If the student declines counseling, he or she must sign a written statement to this effect.

Please note: In some cases the College Coordinator, at his or her discretion, may deem it necessary to unilaterally prepare the probation letter and present it to the student for his or her comprehension and careful revision. Probation is cause for inclusion of new information regarding the student's behavior in the next Student Cases Report and will be shared immediately with the Regional Coordinator for advisement and assistance if needed.

The Program Officer forwards a copy of the probation letter to the Regional Coordinator. Together they discuss the matter and develop further strategies (e.g. Country Coordinator/in-country support network involvement). Both Program Officer and Regional Coordinator document the discussion and their resolutions.

The Regional Coordinator forwards information to the Country Coordinator and requests that s/he write a support letter (and/or call) to the student to encourage and foster the positive behaviors identified in the behavioral contract. The Country Coordinator forwards a copy of the letter to the Regional Coordinator who then forwards a copy to the Program Officer. The letter serves as further documentation of efforts made to assist the student.

General Meeting at CASS

At the probation stage the Program Officer and the Regional Coordinator at Georgetown shall consult with each other about the student on probation and convene a general meeting of all CASS program staff to present the circumstances of the student's case and to allow others to give comments that could help in its resolution.

Termination

If a student fails to abide by the terms of probation, a written recommendation from the College Coordinator, with full concurrence of the president and/or the appropriate college administrator, is required so that all parties involved -- directly and indirectly -- know that every opportunity has been given the student and that CASS's termination of the scholarship is on the basis of "just cause." (Please see "Management Guidelines: When the Decision Has Been Made to Terminate a Student.")

If all of the strategies applied by CASS and the College Coordinator to assist the student in regaining focus and commitment to the CASS goals and mission fail, the following shall be procedural guidelines for termination:

- ! Program Officer, the College Coordinator and Regional Coordinator assess all of the data concerning the student in question and make a joint recommendation for termination. This entails weighing the risk of continuance (lost staff time, money and energy invested in a chronically problematic individual) against termination, including the possibility that termination would lend to the student becoming a non-returnee.

- ! Program Officer forwards the recommendation to the Director of U.S. Operations. Director of U.S. Operations assembles an ad hoc termination committee comprising the Directors of U.S. Operations and Overseas Operations, as well as the respective Program Officer and Regional Coordinator. Ad hoc committee reviews the information and formulates a decision about termination, including whether the situation warrants the presence of a CASS representative.
- ! Director of U.S. Operations forwards the decision of the ad hoc committee to the Director and Associate Director of CIED for final approval.
- ! Program Officer and the College coordinate travel and escort arrangements for return of the student (with the support of the CIED Travel Coordinator). If the situation warrants the presence of a CASS representative, the ad hoc committee determines the most appropriate CASS person to dispatch. This individual is charged with the task of gathering and assessing any new on-site information and transmitting it to the Director of U.S. Operations.
- ! Program Officer shall draft a letter to the student informing him/her of the termination of the scholarship.
- ! Program Officer, if not on site, shall follow up with a phone call to the student to discuss termination and travel arrangements.

Please note: In the event of extreme circumstances, the steps above may be bypassed. These extreme circumstances have been clearly outlined in the "CASS Policy Governing Student Continuance and Termination of Scholarships," May 20, 1996, by David Gifford, Director of U.S. Operations. Pursuant to the aforementioned document, the following violations are "black and white:"

- ! Pregnancy
- ! Causing a pregnancy/paternity
- ! Marriage
- ! Failure to return home at Program's end

Also pursuant to the aforementioned document, the violations listed below may warrant immediate termination:

- ! Fraud
- ! Conviction of a felony
- ! Expulsion from a CASS college
- ! Personal voluntary withdrawal from the Program

Guidelines for the College in Managing Special Student Cases

Documenting and Reporting Student Problem Behavior

When the College calls the Program Officer to report on the behavior or rumors of the behavior of a CASS student, s/he is expected to have completed the following steps before filing an official report:

- ! Verify the report, i.e., prove or disprove what has been reported.
- ! Get statements from those who witnessed the event or behavior.
- ! Meet with the student and ask for his or her version of what happened, in writing.
- ! Confront the student with regard to (1) the appropriateness of his or her behavior (or alleged behavior) and (2) the awareness of the impact behavior has on his or her scholarship.

The purpose of this is to ensure that communication is clear between the College Coordinator and the student, and then between the College and the Program Officer. It is the substance of the College's actions above that, in written form, become the Program Officer's report to CASS.

Depending on the severity of the offense or situation, the College, in consultation with the Program Officer, shall take disciplinary action. (As discussed elsewhere, certain behaviors will automatically result in termination from the program and the student will be sent home at once. In such cases, much if not all of what follows would be bypassed.) At the least, s/he should record the event(s) and what all parties said. If the situation warrants,

- ! Issue an oral warning and record in writing what is said.
- ! Issue a written warning with a copy to student's file and to CASS.
- ! Issue a condition of probation with a copy to student's file and to CASS.

Content of Written Warning

A written warning must have the concurrence of the Program Officer and will be cause for inclusion on the next Student Cases Report at CASS. It shall reflect the following format:

- ! Reason for the warning (cause & infraction)
- ! Expectations with regard to the behavioral change
- ! Consequences of failing to comply with the needed change(s)
- ! Statement of how behavior will be monitored
- ! Student's signature and any comments
- ! Provision for appropriate, professional counseling

Content of Probation Statement

A **Statement of Probation** must have the concurrence of the Program Officer and will be cause for inclusion on the next Student Cases Report at Georgetown. It shall reflect the following format:

- ! Reason for probation (cause and infraction).
- ! Expectations with regard to the behavioral change.
- ! Period of probation.
- ! Consequences of failing to comply with the needed change(s).
- ! Statement of how the probation will be monitored.
- ! Student's signature and any comments.
- ! Provision for appropriate, professional counseling.

Required Action in All Serious Offenses

In all serious offenses the College Coordinator shall:

- ! Advise immediate supervisor (e.g., academic and/or student dean), and inform him/her of what happened and solicit counsel as needed. Be open to other viewpoints, but do not ignore the behavior. Problematic behavior must not be allowed to continue.
- ! Confer with and alert **key members** of the **advisory board** to assist in monitoring the student's behavior.
- ! Set dates (and keep them) for follow-up meetings with the student and others who may be monitoring his or her progress.
- ! Continually update the Program Officer and consider how the Country Coordinator or others in country might help the situation and involve them when needed.
- ! Arrange for the Program Officer to speak personally with the student offender.
- ! Provide for appropriate, professional counseling.

CASS recommends that the College maintain an ongoing journal for each student in the Program, with notes about each meeting, with observations and questions, assignments, special projects, etc., so that every time something comes up with regard to each student, the College Coordinator has a record of it. Do not forget to ask about the student's family, news from home, how s/he is feeling, reaction to classes and host family living or apartment living.

Foremost in conversations with a student who is in trouble with programmatic or college rules is to ascertain whether he or she can articulate the reason for being a CASS scholar, what it meant to commit to the terms of the scholarship when it was granted, and what it now means. Also, it is important for the student to consider carefully just how close s/he is to being terminated and what it would be like back home in a few days with little to show for his or her experience to date. Finally, it may be helpful to refer to the Program objectives for each scholar, i.e., to be *responsible, educated, multi-cultural, professional and committed*, as the norms which CASS leaders are expected to demonstrate in their day-to-day behavior.

A recommendation from the College to terminate a student's scholarship will have much greater credibility if and when this kind of solid preparation is completed in advance.

Management Guidelines: When the Decision Has Been Made to Terminate a Student

Early Terminations

The intent of these guidelines is to ensure that the student gets back home. All subsequent activities and decisions are to be done in a manner that is judicious, completely fair, honest and compassionate, yet determined and firm. That is, consistent with the goals and mission of CASS. When a decision has been made to terminate a student's scholarship, the task is broken into parts: GU's (the Program Officer's), the College's (the College Coordinator's) and the Country's (Country Coordinator's). Because there are several parties and variables that come into play in the successful return of a student, the Program Officer should allow three to four days for planning and implementing a return.

At CASS

- ! Draft a letter to the student informing him/her of the decision to terminate the scholarship, stating the reason in general terms, any conditions and travel itinerary if available.
- ! Advise USAID/Washington.
- ! Send approved letter of termination to the College Coordinator as agreed upon by both parties and ensure confidentiality.
- ! Determine the need to be present at the notification and make plans accordingly.
- ! Make **tentative** plans for student's travel and back up, if needed, at port of exit and at any layovers.
- ! Regional Coordinator advises Country Coordinator of travel plans.
- ! Advise the College of what follows.

At the College

- ! Set up reasonable time and place for notifying the student. (Notification should take place in that office -- presumably the dean's -- where any other student would be notified of expulsion from the college.)
- ! Arrange for the following people (typical scenario) to be present: (1) College Coordinator; (2) the student; (3) College Coordinator's supervisor; (4) dean of academics or student services; (5) campus security (if deemed necessary); and (6) CASS representative (if deemed necessary).
- ! Schedule the following events (depending on circumstances, the Program Officer will either implement these events with the student and security or delegate them to the College Coordinator): (1) assist student to pack; (2) close accounts; (3) settle financial obligations (medical, utilities, lease, college, etc.); (4) arrange lodging for final night (if necessary); (5) prepare documents (passport, etc.); (6) arrange transportation to airport; and (7) finalize flight schedule and ticketing and confirm at-home reception.

In the Country

- ! Country Coordinator plans to meet the student at the airport.
- ! Country Coordinator coordinates plans to notify student's family once travel is underway.
- ! Country Coordinator offers job support and other support as appropriate.

General Guidelines

- ! The student must not be left alone for any length of time.
- ! Campus security may not always be necessary. Certain cases such as pregnancy, academic failure, voluntary withdrawal, etc., generally do not necessitate a security presence.
- ! Campus security **must be present** whenever a student's personal safety is at risk (either from him/herself, or other factors), or a student is charged with, for example, repeated blatant violations of the Code of Commitment, a clear intention of remaining in the U.S. beyond the program's end date or a refusal to pursue the original program of study.
- ! Campus security must be on hand and can be employed for the following: (1) to protect the safety of staff people and students; (2) to get the student from class to the point of notification; (3) to protect the student from him/herself, if necessary; (4) to witness the event; (5) to provide an authority presence (if only in the background); (6) to serve as "civil standby" to ensure safety only; and (7) to arrange for other authorities outside of the College, en route to and at airport, etc.
- ! The College Coordinator shall meet with college authorities and campus security as a part of the administrative process involving the training of any and all CASS groups so that it is clear **from the beginning** what CASS is requesting in the way of support and why, and what the College (and security office) can and cannot do policy-wise to provide the necessary support. Discussion should also address the use of a private security firm or local authorities if and when campus security is unable to provide the needed assistance. The College Coordinator shall provide a written statement summarizing the College's position on this matter as a part of the Comprehensive Plan.
- ! All parties to the notification hearing (except the student) should be well advised in advance of the notification and the steps to implement it.
- ! The timing of the notification should not be driven by a student's flight schedule, although this may be difficult to avoid completely.
- ! Notification should be made during normal business hours, if at all possible, and done with dignity. While actual timing of the notice may be a surprise to the student, the decision to terminate his or her scholarship should not be. That is, it should be the logical consequence of the student's behavior, clearly stated and understood in advance from the terms of the probation, or as a result of the offense.
- ! Have a contingency plan, just in case.

When a Student Disappears

As a part of the Code of Commitment, CASS students agree to attend all classes and CASS activities throughout their training in the U.S. They also pledge to get the approval of their College

Coordinator before any non-program, personal travel and to inform the Coordinator of their general whereabouts before they travel on their own.

The College Coordinator shall report a student as having disappeared from the program when he or she fails to comply with these program requirements, cannot be found, and every effort has been made to locate him/her. Should the College Coordinator suspect that a student has disappeared and abandoned the program, take the following measures:

- ! Inform the Program Officer at once.
- ! Inform the Advisory Board, students, and all other campus and community people familiar with the program and the missing student about his/her disappearance and request information that might lead to the student's whereabouts.

If it is determined that the student has disappeared (beyond a shadow of a doubt) and there is no chance of returning to the program, the Coordinator shall take the following additional steps:

- ! Provide the Program Officer with the student's last known physical address.
- ! File a missing person report with the local police department informing the police, among other things, of the student's visa status and termination of the scholarship.
- ! If available, forward the student's passport, IAP/66a, return ticket, etc. to the Program Officer.
- ! Advise the college registrar and admissions office that the student's scholarship has been terminated, request that the student's transcript (if possible) and diploma be withheld and that the student be denied readmission to the college. Readmission to the institution would create an untenable situation to the remaining CASS scholars who are faithful to their commitment.
- ! Communicate with the college finance office to determine the fixed costs relative to the student's participation in the program and convey this information to the CASS Finance Office to agree on a proper adjustment to the budget and subsequent invoices.

The Program Officer shall file the proper termination memo.

Monitoring Other Student Cases

CASS Student Emergency Travel

Policy

Participants may only travel home during the course of their scholarships for emergency reasons. CASS defines an emergency as being the death of an immediate family member (mother, father or sibling). In any and all cases, CASS has to authorize the student travel before s/he can make any arrangements to leave the United States. A participant may request permission to travel in the case of the death of a relative such as a grandparent, uncle or aunt who was a parental figure for the participant (who actually took the place of a parent), but approval of this request is the discretion of the Director of CASS U.S. Operations, who may require documentation of such a special relationship. (Please see attachment K.)

In the event of the death of an immediate family member, the participant's relatives in the home country must provide to the CASS office (via the Country Coordinator) written verification of the death (e.g., death certificate). This is usually accomplished within 24 hours. Travel will not be authorized until CASS is in receipt of such verification. USAID regulations provide that such travel may only be financed by non-USAID sources. Thus, the participants must cover the costs and make their own travel arrangements.

During the period of time of such travel (which is defined as the departure from the U.S. to the arrival back in the U.S.), the participant's HAC is suspended. The participant is permitted to travel for a reasonable length of time (usually not to exceed one week), but all efforts should be made by the participant not to allow the length of the travel to interfere with his or her academic studies. The Director of CASS U.S. Operations has the discretion to determine a reasonable length of travel.

Procedures

Emergency travel for official or personal reasons must be approved in advance by CASS U.S. Operations. When CASS approves a participant to travel, the College Coordinator must instruct the participant to carry with him/her the following documents:

- ! The pink copy of the IAP66A
- ! Original I-94 card
- ! Copy of the I-94 card
- ! Valid passport
- ! Letter from College Coordinator certifying that the student is currently enrolled

Participants with a two-year IAP66A form and a **valid visa stamp** will not need a duplicate form prepared for reentry. The College Coordinator and CASS must check the visa expiration date on the U.S. visa stamp in the student's passport. If the date is valid beyond the student's travel, the student must report to the USAID Mission in country with the pink copy of the IAP66A and request the signature of the responsible USAID officer on the back side of the pink copy. If the visa has expired, the student must go to the U.S. Consulate for a new visa stamp and then the USAID mission in country will prepare a duplicate IAP66A form.

While in his or her home country, the student must contact the Country Coordinator and the USAID mission in-country for instructions regarding the travel documentation required to return to the United States.

They will require that the student go to the mission or speak to the responsible officer over the telephone. Copies of new documentation must be forwarded to the CASS office when the student returns.

Documentation Required for Admission and Readmission to the U.S.

Students must present the following documentation at the port of entry:

- ! Valid nonimmigrant visa
- ! Passport valid for six months beyond the anticipated period of admission
- ! A properly executed IAP66A form
- ! Copies #1 and #2 of the IAP66A form to be surrendered to a U.S. immigration officer upon arrival in the U.S.
- ! Copy #3 of the IAP66A form (pink copy) must be retained by students or coordinators to keep in a safe place -- the pink copy of the IAP66A is necessary for **all emergency travel**

Documentation Required For Admission and Readmission to the U.S. if Visa has a Valid Date Beyond the Student's Travel:

- ! All of the above, and
- ! Copies #1 and #2 of the duplicate IAP66A form to be surrendered to a U.S. Immigration Officer upon arrival in the U.S.

CASS Student Personal Travel Within the U.S.

CASS students are under the regulations of the College where they are studying and should enjoy the same rights and privileges as other students. While there are certain restrictions established in the Code of Commitment, the goal is not to limit student behavior but rather to ensure success by fostering leadership, independence and self-responsibility among the CASS students. CASS students' personal travel while in the U.S. can add greatly to their overall understanding of the geography, culture, language, etc., and can constitute a great learning experience, in addition to augmenting their sense of independence and responsibility. CASS encourages students to travel on their own provided they:

- ! do not miss any classes;
- ! do not miss mandatory CASS functions or meetings;
- ! do not travel outside the continental United State;
- ! are responsible for the cost and arrangements of all their personal travel; and
- ! do not leave without proper and timely notification to the CASS staff about their travel destination(s), dates/times of departure and return, and a contact name, phone number and address where they can be reached in case of emergency.

Please see the Code of Commitment for the specifics by which all CASS students pledge to abide when planning their personal travel. As part of their orientations and leadership development, CASS students need to be guided in good budgeting, cost-effective shopping and organizational skills. This will serve them well when they make arrangements for personal travel.

Legal Problems

Participating colleges are required, under the terms of the subagreement, to "advise Georgetown immediately of all serious academic, personal, health, safety and legal matters regarding individual students, and all violations of the CASS Code of Commitment." Any and every circumstance involving the arrest or criminal investigation of a student fits this definition. The following questions and answers clarify CASS policy and procedures with regard to student legal problems.

In all cases where a CASS participant becomes involved with the law, CIED/Georgetown will take a leadership role, together with the College, in attempting to resolve the situation. The College Coordinator, therefore, must inform the College's legal counsel and all lawyers involved with the defense of the participant (whether private or public defender) that CIED/Georgetown is the student's sponsor, that it expects to be fully informed of all issues and developments as they occur, and that it expects all involved lawyers to communicate directly with CIED/Georgetown as well as with the College. CIED/Georgetown, at its discretion, will decide if a Program Officer needs to travel to the college to assist in dealing with the situation.

What if a CASS student is arrested?

First, as stated above, the College Coordinator must inform the Program Officer immediately, providing the following information:

- ! Date of arrest
- ! Reason for arrest
- ! Charges, if any
- ! Whether the student is being held and, if so, where
- ! Date of hearing, if any
- ! Circumstances, if known
- ! Student's version
- ! A copy of the police report

CASS will require all of the above **in writing** as it becomes available.

Will the Program pay for a lawyer?

No. U.S. government funds may not be used to provide legal support to trainees. The student would have access to a public defender, if necessary. The College Coordinator should inform his or her supervisor on campus of the circumstances, and ask that the College's legal counsel be advised of the situation. The student, if not a native speaker of English, has a right to have an interpreter in any official hearings. We strongly recommend that the College Coordinator not volunteer to serve in this capacity.

Is the College expected to post bail for an arrested CASS student?

No. Neither the College nor any other individual (host families, other CASS students) is obligated or expected to post bail. This is not to lessen the inherent responsibility which the College has for the student's well-being. Being arrested in a foreign country is probably one of the most traumatic things that can happen to a person, and the student will need to know at every point that s/he is not alone. The other students in the group will also be watching the situation closely, both out of concern for their colleague and as something of a test of the extent of commitment to the group.

What if I become aware that a CASS student is being investigated but has not yet been arrested?

Again, CASS must be informed immediately. Depending on the circumstances, it is possible that speedy action could spare both the student and the Program considerable problems. There have been cases, especially related to sex offenses, in which individuals agree not to press charges if the student is sent home. While under law, the individual is presumed innocent until proven guilty, CASS obviously has more leeway, not to mention higher standards for student conduct.

While the College is responsible for providing support to all CASS students, it is very important that it not be perceived as attempting to interfere with the process. If an alleged victim contacts the College Coordinator to discuss an incident, s/he should listen attentively and **take good notes** but avoid any appearance of taking sides.

Certainly, there should be no rush to judgment. Situations like this must necessarily be resolved on a case-by-case basis. Information must be gathered carefully and conveyed to the Program Officer promptly.

When is a scholarship terminated as a result of criminal activity?

As with other types of violations of the Code of Commitment, CASS strives first and foremost to convert these student experiences into "teachable moments" rather than simply reacting by purging students from the program. Since 1985, many CASS students have been charged with crimes, by far the most common being shoplifting. In general, it is CASS policy that the legal system be allowed to run its course in these cases. While the college staff should ensure that the students' rights are not violated and that the student is supported throughout the process, these situations are fundamentally the student's problem and the student should face the consequences of his or her actions.

In the case of shoplifting, for example, typically the student goes to court and, if convicted, receives a fine and is required to make some form of restitution. In addition, CASS will place the student on probation and inform him/her that any future infractions will likely result in the termination of the scholarship. In nearly every case, this approach has been effective, and the student has been able to successfully complete the Program.

Essentially, CASS is prepared to give second chances to students in the case of most misdemeanor convictions, although it reserves the right to terminate a scholarship at any point. Cases in which first offenses for misdemeanors would automatically result in the immediate termination of a scholarship are:

- ! Carrying or using a weapon
- ! Sale or use of illegal drugs
- ! Driving while intoxicated
- ! Sex offenses (e.g., rape, statutory rape, sexual assault)

What if a CASS student is convicted of a felony?

A felony **conviction** automatically results in the termination of the scholarship, effective immediately. If appropriate, CASS may offer to accompany the student home, rather than face the prospect of having a former student incarcerated. Under USAID guidelines, CASS may continue to provide room, board and health insurance coverage during the period between conviction and sentencing if the student is not in custody. However, all training activity will cease on the day of the conviction. Please note that a guilty plea is the same as a conviction.

What about public relations and confidentiality issues?

The College should exercise extreme caution in discussing any legal issue with the press or anyone else, including students, host families, and colleagues. **Refer all press inquiries regarding legal matters to your college's public relations director** (who should be fully briefed in advance by the CASS staff, if such an inquiry is possible). The reasons for this are numerous: potential harm to CASS, potential impact on the institution's reputation, potential impact on an ongoing legal process and potential violation of confidentiality.

Health

Generally, the Program Officer does not need to be directly involved in routine CASS student health matters, except for cases such as accidents, serious illness or other emergencies. USAID contracts with a private company for administration of the HAC insurance program which covers all CASS students. The college staff handles all student doctors' appointments, as well as completion and submission of correctly completed claim forms. If there are any questions about the process of completing the claims or the coverage itself, please contact the HAC insurer directly.

Training contractors such as CASS pay monthly premiums for the CASS students' health insurance coverage. The HAC program is in effect from the time that students board their plane to come to the USA until the day of their return home at the completion of the Program. Although CASS students may not have their HAC identification cards until after their arrival in the U.S., CASS will provide the participating colleges with a listing of the students and their HAC numbers before their arrival.

CASS has assigned a HAC administrator to manage the HAC program documentation. This person handles the major logistical aspects of HAC at GU and is available to answer any questions regarding the HAC program you may have. The HAC administrator receives the HAC cards and brochures for each student and mails them out to the colleges. This person also receives and forwards the payments and copies of the HAC insurance statements.

Serious Health Problems

If a student has an **emergency hospitalization**, a serious health problem (life-threatening or chronic), or is experiencing emotional or mental health problems which require professional attention, the College Coordinator must advise CASS immediately. Cases such as these should be carefully documented. The Coordinator must also inform his or her supervisor at once.

In all cases where a CASS participant develops a serious health problem, CIED/Georgetown will take a leadership role, together with the College, in attempting to deal with the situation. The College Coordinator, therefore, must inform any physicians attending the participant that CIED/Georgetown is the student's sponsor, that it expects to be fully informed of all developments as they occur, and that it expects all involved physicians to communicate directly with CIED/Georgetown as well as with the College. CIED/Georgetown, at its discretion, will decide if a Program Officer needs to travel to the college to assist in dealing with the situation.

Ordinarily, CIED/Georgetown expects that a physician attending a CASS student should be able to provide a written diagnosis of the student's condition no later than 72 hours after the student's admission to a medical facility.

Academic

The academic goal of the Program is that CASS students complete course work and earn the two-year degree, diploma or certificate for the program in which they were originally enrolled. Exceptions to this policy are not made lightly. However, it has been the Program's experience that three circumstances may occur which require intervention.

Academic Ability

Occasionally, students enter the Program who are simply unable, in spite of their best efforts, to perform up to the standards of the training program in which they are enrolled. Possible explanations for this include learning disabilities (identified by the college staff through testing) and poor academic preparation requiring extensive remedial instruction. In these cases, the Program Officer works with the college staff to develop alternative programs within **the same field of study** so that the students can return home with a sense of accomplishment and practical skills to further their goals and serve their communities. Examples of this include:

- ! Computer Science: word processing/office skills
- ! Machine Tool: welding
- ! Clothing Merchandising: clothing construction
- ! Electronics: electrical wiring

The students receive certificates of attendance or, in some cases, one-year diplomas. These are authenticated by CASS in the same way as regular diplomas, and the students are viewed as having successfully completed the Program.

Student Requests

From time to time, students request a change in their field of study. CASS' general policy is to oppose this. However, there may be circumstances that warrant a change.

These might include native English speakers who can attain **more** than the planned degree, or a student who has a special situation back home, such as a business opportunity, who shifts the emphasis from technical to business with the approval of the College. Nevertheless, in both of these cases, the general thrust of the student's program remains the same. Requests simply to switch fields are nearly always denied. The Program has a commitment to both the countries and the USAID missions to train students in the stated fields of study.

In both of the above cases, it will be necessary to indicate the respective change on the student's PDF form at the time that it occurs. In addition, special care needs to be taken to ensure that the changes are reflected in the CASS database and in section 41 (degree achieved) of the PDF when closing out the student's file. All these modifications are completed by CASS where the respective forms are maintained.

Death of a Student

College's Response

It is the responsibility of the College Coordinator or his or her supervisor to inform the Program Officer in event of the death of a CASS student (fatal accident or illness, suicide, homicide).

Should the College Coordinator have to report such an incident, s/he should be prepared to provide the following information to the Program Officer:

- ! Identity of the student (full name, country, cycle, present apartment or host family address)
- ! As much information as possible about the circumstances of student's death
- ! Police or physician's report, as appropriate
- ! Name of college's primary contact (e.g., public safety officer, campus security, physician, local police) and phone number
- ! Names of team members responsible for handling on-site details (e.g., public safety or campus security chief, College Coordinator, dean of students, public relations director, college counselor, local pastor/chaplain, etc.)
- ! Name of party responsible for handling the body
- ! Name of individual responsible for packing student's personal effects

The College Coordinator will ascertain and report all further information, as it becomes available. In addition, s/he should be prepared to do the following:

- ! Assist the family in any way, should a parent or sibling be able, have the financial means, and want to travel from the student's home country to the College. In other words, assist with meeting at airport, arranging for accommodations (hotel reservations), arranging for a meeting with the physicians, etc.
- ! Coordinate the institution's plan for dealing with the situation. Construct the network needed to offer appropriate support to all involved parties, such as the student's parents or relatives, close friends, host parents, resident assistants, roommates or house mates, students in the CASS program, and the individual who may have discovered the body. This might include counseling, pastoral care, etc.

Finally, the College Coordinator will await further information or instructions from CASS and/or USAID/Washington. One thing that the College Coordinator should **not** do is make direct contact with the media. This should be left to the College's public relations office.

CASS' Response

The Director of Overseas Operations shall:

- ! Notify the family of the student's death and offer necessary support. Most likely this will be accomplished through the respective Country Coordinator.
- ! Advise the student's family, should a parent or sibling have the financial means and desire to travel to the U.S., and once confirmed with the College Coordinator, that the College is available to meet and assist the individual or party at the airport, arrange for accommodations (hotel reservations), arrange for a meeting with the physicians, etc.
- ! Notify the USAID mission in the student's country and get the name of the appropriate USAID contact.
- ! Inquire of the student's family of any special (religious) requirements for handling of the body.

The Director of U.S. Operations shall:

- ! Notify the appropriate USAID officials, e.g., USAID Project Manager, HAC administrator, etc.
- ! Serve with the Program Officer as the CASS primary contacts for communications with the College and USAID/Washington.
- ! Represent CASS/CIED at any memorial or funeral services at the College.

The Director of CIED or his designee shall:

- ! Notify appropriate GU administrators, e.g., Vice President, Office of Risk Management, University Attorney, Office of University Relations, etc.

USAID/Washington's Response

USAID/Washington will serve as coordinator of information and action relating to student's death, and will also contact physicians, attorneys, college staff, CASS program managers and embassies.

USAID/Washington may undertake the following types of actions, as appropriate to the situation:

- ! Provide information cables to missions regarding participant's death and classify cables to control distribution of information. Also, cable recommendations with regard to actions and decisions to obtain mission and the cooperating government's approval.
- ! Coordinate matters relating to the student's death, including (1) shipping of remains and personal effects, (2) accompanying the body to the student's country, (3) handling student's documents, (4) notification of in-country customs and immigration and U.S. immigration (if needed), and (5) receiving the body in the student's country.

Related Expenses

According to the Health and Accident Coverage (HAC), "In the event of a Covered Person's death the Agency will pay for actual charges incurred up to the maximum limit shown on the Schedule of Benefits in connection with the preparation and transportation of the body to the person's place of residence in his or her home country. This benefit does not include the transportation expenses of anyone accompanying the body."

Funeral expenses, if any, are not covered by the student's Health and Accident Coverage and must be assumed by the student's next of kin.

Follow-up

As a follow up, the College Coordinator will contact the College's offices which need to be notified (e.g., registrar, housing office, academic dean) to ensure that the appropriate paperwork is completed. The dean of students will also follow up to ascertain that all appropriate contacts have been made.

Other

In all cases of CASS student legal, academic, health, behavior or other problems, the Program Officer must be involved and work closely with the College Coordinator and college staff regarding the respective issues. The College Coordinator is expected to keep the Program Officer thoroughly informed and provide him/her written background documentation as events develop and actions are taken. **All decisions regarding CASS student changes in or dismissal from the Program have to be approved by the Director of CASS U.S. Operations, particularly since USAID has to authorize any changes in a participant's program of study.**

CASS Policy Governing Continuance and Termination of Scholarships or "The Teachable Moment vs. The Last Straw"

Introduction

How does CASS decide when to terminate a student's scholarship? When does CASS give a scholar the benefit of the doubt and determine to continue his or her participation in the Program? The answers to these questions are not simple and are not as clear as one might first think. CASS weighs many factors in the decision-making process.

Sometimes the natural consequence of one's action is enough to teach a good lesson. The College does not need to punish the student because s/he learns from the experience. Most of the time, it is enough simply to remind the student of his or her behavior and correction takes care of itself.

Sometimes the student deserves to be punished for his or her behavior and the moment is still particularly instructive. That is, the situation lends itself to a teachable moment, when the student's thinking is particularly focused as a result of his or her action. Use this teachable moment to everyone's advantage to make the point that, in programs such as CASS, rules are necessary and that "things should be done decently and in order."

On the other hand, sometimes it is just "the last straw" and the student may have to pay the stiff penalty of termination. Termination of a scholarship should be reserved as the last resort, after all else has failed to make a difference in the individual's behavior.

As College Coordinators are responsible for meting out punishment for students who violate CASS and college rules, there are a couple of "consejos" that are in keeping with the general goals and mission of CASS.

The first comes from the *Quixote*, second volume, chapter 42. There Don Quixote is counseling his squire Sancho Panza about how to govern his island:

"Si acaso doblares la vara de la justicia, no sea con el peso de la dadiva, sino con el de la misericordia." [Tr. "If the rod of justice is to be bent, let it not be by the weight of a gift but by that of mercy."]

The second comes from the Old Testament prophet Micah. In chapter 6:8, Micah urges the Israelites to "act justly and to love mercy and to walk humbly with your God." What was good for Micah was good for Cervantes, and it speaks to CASS as well. This kind of thinking continues to guide the Program's approach in disciplining scholars today.

Factors in CASS' Decision Making

Program Mission

Know the mission of CIED and CASS. CIED is committed to "improving the quality of life of socio-economically disadvantaged people."

CASS is accountable to a very high authority nationally, that being to the U.S. Congress. As responsible stewards of U.S. tax dollars, and dependent each year for the renewal of those dollars, **the Program believes -- first and foremost -- that it should strive for a 100 percent success rate.** Moreover, CASS believes that all scholars should come to experience success while in the Program because it is the right thing to do.

In fact, CASS has pledged "to ensure their return to their countries with the necessary personal and professional skills to contribute as agents of change to the social and economic development of their families, communities, and countries." This is a high calling. Congress has continued to support the Program -- in a time of major cutbacks -- primarily because CASS has been successful in doing just this.

CASS cannot afford to lose a single participant. It will encourage College Coordinators to work hard in every way possible to help the students experience success, even when it seems impossible. The Program acknowledges losing scholars to a variety of problems from time to time. Each is a major disappointment and everyone feels terrible at the loss. Yet, working together, CASS has accomplished an impressive record of graduation, return to home countries and employment that other programs in international development have come to envy.

Politics

CASS acknowledges that behind its decision making, there is a political reality that dictates being on its toes at all times. A fiasco involving CASS students, big or small, could have political fallout and cause the whole program to come to an end. To avoid this, the Program believes that **the whole is greater than any single part.** That is, it cannot allow a single incident or individual to damage the whole. If CASS seems overly concerned about a particular problem on campus involving the students, it may be that it is looking beyond the obvious and at the possible political ramifications. It takes much more than student and administrative success on the campuses to keep congressional support of CASS. The work of Fr. Giulietti and the GU's Office of Federal Relations to keep the Program alive before Congress is vitally important; it is carefully planned and requires painstaking attention and skill. An impropriety involving CASS students that gets undue attention in the College's district could impact the whole. Please bear this in mind.

Timing

Timing, they say, is everything. It is true that it does have an impact on CASS and whether the Program decides for or against terminating a student's scholarship. If CASS detects a major behavioral problem while the students are at in-country orientation, the Program has been known to cancel a student's scholarship and opt for his or her alternate. This just makes good sense. Similarly, CASS has been known to send someone home in the first few weeks of his or her stay in the United States. Early in the Program it can still turn to an alternate who may be better prepared to fulfill the terms of the scholarship.

On the other hand, if the Program has experienced a particular rash of no-goes as a cycle comes to an end, it could very well respond in the opposite way and push the College for even more effort to secure a first-year student's well-being in the Program, even though termination might seem a more appropriate action. Similarly, if spring fever hits the second-year students particularly hard, resulting in foolish and

improper behavior just weeks or months before their scheduled return, CASS will probably do everything it can to encourage the College to find a way to help the individual through graduation at least, if not the internship, so that the student returns as a graduate and CASS alumnus. Again, timing does influence the thinking.

Nature of the Violation

One thing that influences the Program's thoughts and actions is the nature of the violation, that is, which part of the Code of Commitment is broken? Anyone reading the Code will realize that some infractions are more serious than others.

CASS' Expectations of the Participants

Yet another factor that influences decision making is the degree to which a student fulfills the expectations that are set as criteria for a CASS scholarship. Generally the Program takes more kindly to the student who shows remorse for his or her wrongdoing and who shows humility. A CASS student is expected to take responsibility for his or her behavior. That is, if the consequences of one's actions require counseling, medication, community service or what have you, it is expected that the student will fulfill these obligations responsibly. Failure to do so means that CASS evidently misjudged the student from the start. S/he may not be the leader s/he once appeared to be. The Program must decide whether the student is acting consistently with Program expectations of leadership, self-responsibility, self-initiative and commitment to CASS and country. Continued acts of defiance, poor judgment or irresponsibility are not consistent with Program goals and if they persist, the student may be sent home.

History of the Individual Case

Finally, CASS wants to know everything possible about the individual's case and the history. Were there early signs? What corrective actions were taken? Was probation discussed? Were decisions fair? Did the College Coordinator confer with CASS? Is there a paper trail? As in every relationship dependent on communication, last-minute surprises should be avoided. The Program will not take kindly to a College's recommendation to terminate when it is hearing about it for the first time.

Process: What Happens When CASS Learns of a Student Problem?

When word of a serious student concern comes to CASS, many things happen immediately.

1. CASS communicates with the College first. The Program wants to know the facts and will be in touch with the College by telephone, fax and e-mail to get the details about the case. Use that time to keep the Program Officer fully informed of the facts, what the College is doing to learn more and what the College is doing to address the issue. Ask questions and seek his or her advice, for that is what the Program Officers are there for. Do not under any circumstance withhold information, for this generally compounds the problem.
2. CASS tracks the information. The Program keeps a file of the case and also logs the information in the monthly Student Cases Report. This is a way of keeping track of the various actions taken so that everyone knows what is happening. The staff meets and discusses each student case and consults with one another widely. CASS encourages the College to do the same.

3. CASS assesses the nature of the problem. The Program asks what may have influenced the student's behavior? What is behind it? What can be done to correct it? CASS also remembers the phrase "who owns the problem?" This is important to maintain proper perspective and to be objective in the thinking process.

4. CASS talks about it. The staff e-mails each other and confers face-to-face with colleagues, laughs at some problems and worries about others, and confers with the Overseas colleagues who consult with the Country Coordinators. Again, if the goal is to be 100 percent successful, the staff cannot expect to resolve student problems within a vacuum. As you know, sometimes CASS speaks directly with the students. Sometimes it is recommended that the Country Coordinator do the same, so a time for this to take place is arranged. CASS' role is to remind the students, to warn them, to encourage them and to reiterate the common expectations. It is a resource for the College and CASS expects to be involved.

5. CASS expects change. The Program expects every student who encounters difficulties as a CASS scholar to rise to the challenge and to overcome it. It is expected that the College Coordinator be in regular, systematic dialogue with the individual coordinating the combined efforts and resources to aid the student so that s/he can change behavior and get back on track. CASS does not expect the College to be engaged in hand-holding but to lead the student to see alternatives or options and to guide him/her into making the right decisions to the best of his or her ability. Often, this means teaching, supporting, encouraging, pushing, cajoling and other acts of compassion to bring about change. The Program also expects the student to do his or her part.

What Can the College Expect CASS To Recommend?

In order to bring about change which will result in a student's success, the College may have to engage in one or more of the following activities. This is what the Program might refer to as "the teachable moment." The Program Officer might recommend any of the following courses of action:

- ! Counseling sessions (within or beyond college walls)
- ! Doctor's appointments
- ! Special field trips or speakers, such as the police department, the INS, a court room, a county judge, a clinic or hospital, etc. (Everything depends on the nature of the offense. A problem with shoplifting may be averted by a visit to the local jail. Discrimination by merchants might be addressed by a visit to the Chamber of Commerce, etc.)
- ! Mentoring
- ! Heart-to-heart with the host parent
- ! Severe warning and probation
- ! Natural consequence
- ! Ongoing orientation
- ! Repetition of mission (individual as well as program)
- ! Volunteer service to the community

Behind the Success of CASS

CASS succeeds because of the commitment of its people. Because it is highly structured, it has high expectations and it demands performance on the part of its participants. CASS succeeds because of follow through and good rules of operation.

First of all, the College Coordinators are responsible for just 16 to 32 students. What other program on the campuses provides such student-centered treatment? The College has designed an ESL program to enable CASS students to be mainstreamed after one year, and in some cases after just six months. Host

families provide additional TLC after hours and help students to remain focused in the critical first months. Presidents and administrators often attend CASS functions, and faculty regularly go the extra mile to challenge and support CASS students. The College provides tutors, translators and others who aid in ensuring total student success. Student activity directors intentionally seek out CASS students as leaders for their on-campus clubs, and they soon take over many of them. **The best CASS colleges provide a depth and breadth of student support. They also do an excellent job of integrating and differentiating CASS students in the total college community.**

Off-campus area leaders rise to acknowledge the cultural diversity that CASS scholars bring to their communities, and leaders of professional associations are quick to see the advantages of counting them in their ranks. Often these people provide additional opportunities to CASS students. It is easy to see that CASS students are treated differently, and that they benefit greatly as a result.

The CASS Code of Commitment

With every successful program, there are also rules by which the people are governed. CASS is no exception. From the beginning, CASS has had the student Code of Commitment. CASS takes the Code of Commitment seriously as a basis for determining whether a student remains in the Program. It has worked well for CASS and has seen little change over the past 14 years. All things considered, the Program has experienced little opposition to the Code. It consists of 18 basic rules, and seven references to general state and federal laws.

The Code has been rather effective in establishing rules of behavior. There is generally at least one termination for every single item except for one, and that is "Maintain acceptable personal hygiene." Perhaps a review is needed for that one. There have been a few terminations that resulted for issues not included on the list.

Pregnancy/Paternity

The one greatest cause for early termination of a scholarship is pregnancy or causing pregnancy. This one condition has been upheld consistently with perhaps one exception. In that case, it was learned that a student had become pregnant just weeks before she was scheduled to graduate and return home. The staff chose to overlook her condition.

Black and White

If the College is looking for black and white, hard and fast rules by which students will be measured by CASS, here, at last, are four such rules:

- ! Pregnancy
- ! Causing a pregnancy
- ! Marriage
- ! Failure to return home at program's end, or "runaway"

In each of these cases, the student voluntarily and deliberately (though perhaps carelessly) committed to a long-term relationship or condition which is incompatible with or completely supersedes the terms of the CASS scholarship. CASS must terminate the scholarship in these conditions even though doing so may place an unfair burden on one or more parties.

Unwritten Rules

There are four more unwritten rules which may also result in an immediate termination. They are:

! Fraud. If a student misrepresents him or herself in the application process, falsifying documents or lying about previous education, CASS has been known to terminate a scholarship.

! Arrest for a felony that results in a conviction. In such cases, it is important to note that the alleged perpetrator removes him or herself from the Program's direct control and subjects him or herself to the rules of the court. CASS will not interfere with the judicial process unless it would please the court not to process in exchange for immediate deportation. Also noteworthy, CASS will not and cannot appoint or pay for an attorney to represent the student.

! Expulsion from a CASS college. If for some reason the College should expel a student, CASS will remove him/her and, depending on the circumstances, may terminate the scholarship. This should not happen without plenty of advanced notice or just cause.

! Personal, voluntary withdrawal. If a student insists in and persists on returning home, CASS will most likely terminate the scholarship.

Each of these eight offenses or conditions requires some form of written confirmation or verification, such as a medical statement of pregnancy or paternity, a court record, a police report, etc.

Others

There are a few more offenses which, should they occur but without an arrest or should evidence strongly suggest that they occurred, CASS would most likely move to terminate a scholarship. They include dealing with or using drugs, sexual assault or rape, sexual relations with a minor and carrying a weapon. There may be further such offenses.

Gray Areas

The remaining rules in the Code of Commitment fall under what is regarded as "gray areas." Although students have been terminated for nearly all of these rules, they require considerable advanced warning, counseling and probable probationary conditions before a scholarship is terminated.

Most of these rules lend themselves well to teachable moments. An ongoing orientation is an ideal setting for discussion and processing of each, **before** they happen. When violations do occur, it is important to scold some, support a lot, document and forgive. It is also important to inform the Program Officer.

Probably the best punishment for most offenses is the natural consequence that results. In many cases, college rules and regulations call for penalties that must be enforced. Remember to "act justly, love mercy and walk humbly...." Or remember Don Quixote's advice to Sancho when administering penalties.

Other Reasons for Terminating

Psychological Troubles

There are other circumstances unrelated to the Code which can lead to the termination of a scholarship -- psychological conditions. In the past, CASS has had encouraging results from addressing such conditions with treatments such as medication, therapy, or counseling. These conditions include such

maladies as bipolar/manic depression and schizophrenia, both of which have affected CASS students in recent cycles. In each case it was essential that the student, once diagnosed, recognize the personal responsibility s/he had to follow the prescribed medication and therapy of the attending physician or psychiatrist.

Note: Students in CASS are subject to terms of insurance under the Health and Accident Coverage (HAC) negotiated by USAID. As of October 1996 the HAC Program curtails the covered expenses for the treatment of nervous or mental disorders to the extent that CASS could be compelled by the terms of the policy to discontinue a student's scholarship. Under the Schedule of Benefits, Covered Expenses, the policy reads in part:

The Agency shall not be liable for more than one such Inpatient or Outpatient occurrence per lifetime under this program with respect to any Covered Person. Treatment of Mental and Nervous condition is payable subject to the following schedule:

Inpatient Care: Maximum 30 days of Hospital Confinement.

Outpatient Care: Up to \$75 per visit to a maximum benefit to twenty visits subject to the schedule of benefits.

This means that a student would not be permitted to continue in the Program after a single incident requiring inpatient care simply because there would be no insurance to pay for a possible second occurrence requiring inpatient care.

Academic Troubles

Another is academic troubles. While few CASS scholars have ever been terminated for academic failure, it has happened. Rather than terminate, however, and depending on the attitude of the student, the Program would much prefer the College to work with the student to design a special program of study that would allow and indeed encourage academic success. If the College can determine the student's difficulty through testing and evaluation and can then design a program of study that meets the student's needs while still falling within the specific field of study, then meet the student where s/he is at, and everyone wins. One college recently did just this and the particular student involved returned home last year a success in everyone's eyes.

Dilemmas

One behavior that is particularly troublesome is that of phone abuse or personal debt. Its occurrence in the first place is indicative of a lack of self-responsibility on the part of the student. Students who engage in phone abuse, that is, the accumulation of expensive, long-distance calls, are not thinking about self-responsibility. By calling home in excess, by accepting collect calls from home or simply by talking to other CASS students elsewhere in the country, they incur huge phone bills and often at the expense of fellow students or host families. In a short time they can mount up bills that exceed hundreds, if not thousands, of dollars with virtually no way to pay for them. CASS and CASS colleges, to say nothing of host families, should **not** pay for these bills. But to send the student home without making some kind of restitution is also irresponsible. CASS has yet to develop a good plan for students like this who have obviously fallen far short of the program objective of self-responsibility. Close monitoring of the students may be the only means of preventing this type of behavior. If the College has some ideas as to how CASS might address this one, please notify the Program Officer.

Conclusion

The College must agree by now that it is not easy to make decisions about scholarships. Just as CASS takes seriously each step of the selection process, it also takes seriously the conditions by which scholars continue their study at the campus. Here, however, it falls mostly on the College's shoulders because CASS scholars are placed at the institution, not at GU. While students are at the College, the Program firmly believes that there are some things the College can do to ensure that 100 percent of them complete the program successfully, graduate and return to their home countries as scheduled. In conclusion, here are 12 recommendations:

1. Be proactive. Anticipate problems from the start, and be prepared for their resolution.
2. Know the students. The College should go out of the way to show its interest in their well-being, their health, their families and their academic progress. If they know that the College cares, they will come to a college staff member who will be able to counsel them **before** things happen. Also, know the difference between a buddy and a friend. The latter can be an authority.
3. Conduct an ongoing orientation. Meet with the students as a group on a regular basis. Involve them in the decision making process and expose them to the community, the good and the bad, and advise them in advance of things to watch out for.
4. Be prepared. It works for the Marines, and it works for the Boy Scouts. Have a backup plan for those inevitable crises that are waiting to happen.
5. Post the Program's mission. Post it in the CASS office and on campus. The Program Officer can provide a copy. Furthermore, the students should be able to articulate at a moment's notice why they are here and what they expect to accomplish during their stay. The College should state clearly the expectations and live up to them. If students know what is expected, they will live up to it as well.
6. Be there. If students know where, when and how to reach a College staff member, a sense of trust will be established that will eliminate problems later. Chances are that they will not need to reach someone, but if they have to, they can.
7. Give options. Relax. Students expect to have rules, but they also expect them to be reasonable. Give them alternatives and watch how mature they behave.
8. Acknowledge mistakes. Sometimes it is necessary and even good to eat crow. Always be fair (Remember Micah 6:8).
9. Never threaten. Especially, do not take the name of CASS in vain! Everyone involved with CASS is in this together.
10. Give praise in public, criticism in private.
11. Do not be a loner. Use the College's advisory board and delegate work, even to the CASS students.
12. Be a professional. Consult the Program Officer, NAFSA and other authorities. The College does not need to reinvent the wheel.